

**Educational Specifications for  
Marie Reed Elementary School Modernization  
486 capacity**

**January 2015**

**District of Columbia Public Schools**

THE VISION: To Make the Washington, D.C. School System Exemplary

THE MISSION: To Make Dramatic Improvement In the Achievement of All Students Today In  
Preparation for Their World Tomorrow

**CORE BELIEFS:**

Children First

Parents Are Our Partners

Victory Is In the Classroom

It Takes A Village to Raise A Child

Leadership and Accountability Are the Keys to Our Success

**School Improvement Team Members**

## Introduction

This document articulates the requirements for a modernized PK through 5<sup>th</sup> grade school. It describes the current and planned educational programs and services, the community characteristics that may affect facilities planning, and the opportunities and challenges associated with the design and construction.

## Scope

This project is a modernization or replacement of Marie Reed Community School. Marie Reed is a pioneering open space community school built in the 1970's and is co-located with a recreation center, health clinic, and day care. In 2014, the Department of General Services (DGS) requested a feasibility study to explore options for modernization vs replacement. In addition to the school's modernization, the study considered the needs of the government and non-profit partners when evaluating and costing the alternatives. However, no alternative was selected to move forward. That study is available by contacting the DGS.

This project currently includes funding only for the school as follows

- Three classes per grade (PK-5) - with a bilingual program
- Art and music
- Resource rooms and office areas
- Media Center/computer lab
- Physical education space
- Administration and teacher workrooms
- Corridors, stairwells, and toilets
- Dining facility/kitchen

The site/building is shared with the DC Department of Parks and Recreation (DPR), the DC Department of Health (DOH - Community of Hope) and a day care facility (UPO). DPR and DOH have representation on the School Improvement Team (SIT) but their financial commitment to the project is still undecided.

## Community

Marie Reed Elementary School is located in the Adams Morgan neighborhood. The name Adams Morgan, once hyphenated, is derived from the names of two, formerly segregated area elementary schools—the older, all-black Thomas P. Morgan Elementary School (now defunct) and the all-white John Quincy Adams Elementary School.

In the late 1960s, a group of residents from the Adams Morgan community organized and worked with city officials to plan and construct a new elementary school and recreational complex that was conceived as a community hub, a concept that 40 years later has become a favored one in public school facilities design. The development was named the Marie H. Reed Learning Center after Bishop Reed, a community activist, minister and leader. It featured a daycare center, tennis and basketball courts, a solar-heated swimming pool, health clinic, athletic field and outdoor chess tables.

Adams Morgan is a culturally diverse neighborhood with a large Latino community. In recent years, many young professionals with and without families have been moving into the neighborhood.

**Program**

Marie Reed offers both a dual language (English/Spanish) and mono-language (English only) program. Students in the dual language program spend half of their day in a Spanish immersion setting and half in English.

**Early Childhood Education-Kindergarten**

The early years classes (PK3-Kindergarten) all feature the Tools of the Mind curriculum, a research-based approach that develops “executive function” in all students, and allows teachers to provide a truly individualized learning experience, understanding that our youngest students each follow a truly unique developmental path. Tools of the Mind integrates literacy, math and logical thinking foundations into theme-based play. Students learn by doing, and drive much of their own experience through dramatization, creative writing, and games.

**1st-5th Curriculum**

The Marie Reed Elementary School K-5 curriculum is based on the Common Core State Standards and aligned to the DCPS units of study. This work allows the school staff to focus on deeper, meaningful learning that builds from one year to the next. The Marie Reed faculty extends students’ knowledge by challenging them to set individual goals, respond critically every day in every content area, and present their learning to peers and adults.

**Social Curriculum**

Marie Reed has implemented Responsive Classroom™ as a means to promote our positive school culture. Students begin each day building their classroom community, or sometimes as a whole-school group. Teachers are conscientious about seizing every teachable moment, teaching students to self-regulate positive behavior rather than looking to adults for warnings and consequences. As a result, students spend much more time thinking about how to make Reed a better place so they don't have to invest their energy in “staying out of trouble.”

**Enrollment in 2014**

	PreK-3	PreK-4	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Marie Reed ES									

This Plan 1 proposes a future capacity of 440 and 3 classes per grade.

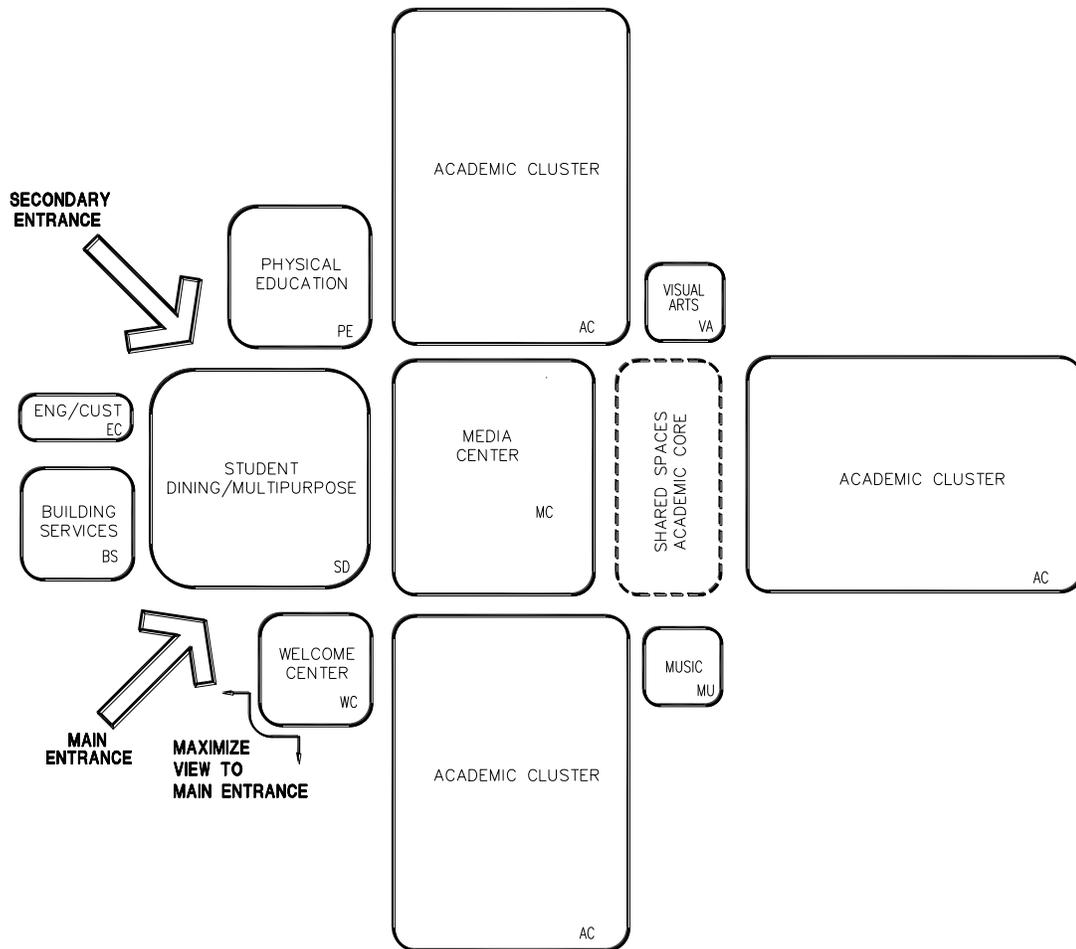
## Overview of Planning Concepts

### Academic Cluster Concept

The Academic Cluster concept best meets the needs of the educational programs, students, and staff. The cluster concept facilitates a variety of instructional strategies and it provides a learning environment which is characterized by flexibility, a sense of community for the students and teachers, and a safe, well-supervised environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments that work for students and their learning styles.

Academic areas are located in the quiet areas of the building that can be isolated during the off-hours. Noisier areas are grouped near the parking and public areas and allow for after-hours access. Diagram Intro A shows a typical design based on the cluster concept.

Diagram Intro A



## **Core Instructional Spaces**

The basic organizational cluster for this school should consist of general purpose classrooms, commons or extended learning space for informal instruction, and a teacher work center. Each cluster would also contain a resource classroom used by support educators. Student restrooms should be located within the cluster commons.

## **Special Education**

Special education facilities will be integrated throughout the school to support the concepts of inclusion and the specialized requirements for the students. Special attention will be given to accessibility of all facilities and an integrated learning program.

## **Instructional Methods**

Instructional methods vary with grade level, but maintain continuity from early childhood through the primary, intermediate, and middle grades. Predominant elements include:

- Integrated learning, where content areas cross disciplines
- Flexible groupings
- Mentoring of older to younger students
- Extended day learning opportunities
- Parent involvement and volunteer activities

## **“Welcome Area”/Administration/Student Services**

The front entry lobby should be welcoming and inviting for students, staff, and visitors. Extensive display systems should be provided for 2-dimensional and 3-dimensional student work and awards. Finishes should be durable and easy to maintain. The scale of all spaces should be child-friendly. Colors, artificial lighting, and natural daylighting should be managed artfully to create an environment that communicates that school is a very special place.

Visitors should be greeted by a security counter/desk where they will sign-in and show identification. For additional security, it is preferable that the welcome center be able to see visitors coming through the front entrance as well. The primary administrative offices will be located in this centralized area at the main entrance to the school. Additional administrators may be distributed around the school at the school’s request.

A parent center should be located off the lobby. Ideally this space should have windows into the lobby and double doors to invite informal gathering and browsing of materials on display.

## **Media Center**

The library is the heart of the school and it should be a special place for reading, storytelling, and sharing. It should be spacious with room for two classes at a time. The furniture should be flexible and movable (on casters) so the room could be reconfigures as needed. Bookcases in the center of the room should be low so younger children can access books and so the sight line is clear across the room.

The media center serves a dual role – its traditional role as a gathering place for research and learning and a new role as a technological information base. In its new role, the media center may house a transparent voice/video/data network, which runs throughout the entire building. This

network enables the transmission of media services to the desktops of teachers and students without physically entering the media center.

### Visual Arts and Performing Arts

The art, music, and multi-purpose classrooms will be shared by all grade levels for general class and small group instruction. The location and access to these rooms should promote orderly transitions.

If possible, the music suite will be located near the performance area with convenient access to the stage.

### Physical Education

The new DC Healthy Schools Act calls for 150 minutes of physical education for all children every week. At Marie Reed this may require 2 teachers. With up to 50 students taking PE at one time, the school needs a physical education space separate from the dining area. Currently this is a shared space with DPR.

To support the elementary school physical education program, a variety of indoor and outdoor areas are required. Outdoor physical education teaching areas will be located near the indoor gymnasium. Indoor play space will also be used as a performance area. Physical education facilities must be designed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities.

The current scope calls for an elementary school physical education spaces (1/2 court). Should DPR continue as a partner, it is recommended that the physical education space be a full size gymnasium and that some support spaces be provided as follows:

	Total	Comments
Gymnasium <ul style="list-style-type: none"> <li>Storage</li> </ul>	6,500 300	With dividing wall; Jr High court with some recessed bleachers on one side
Multi-purpose room w/ kitchenette*	1,200	
Administration <ul style="list-style-type: none"> <li>Reception and lobby</li> <li>Public bathrooms 2@250</li> <li>Office</li> <li>First Aid center</li> </ul>	300 500 150 100	w/ staff toilet
Pool with public locker rooms	14,000	
Maintenance and custodial	200	
Total	23,250	

\* Additional recreation spaces may be requested by DPR

## **Community Use**

It is assumed that the Department of Recreation will continue to use the building for after school and summer programs and that the community will hold meetings and educational functions in the school. Security during these times is important. The architect will note both active and passive security measures.

## **Cafeteria**

The 'cafetorium' will be used for student dining, performances, assemblies, and community meetings. It is proposed through creative design that this area will effectively house multiple functions. The cafetorium will seat 1/3 of the students per lunch period.

The school currently has a tiered performance area. If the school is modernized, this area should be treated acoustically and the stage area supported with sound and lighting. Under a replacement school option the cafetorium will be the primary performance space and the 'performance area' should be combined with dining with a movable wall.

## **Corridors and Commons Spaces**

Marie Reed is an open space school and although it is desirable to build walls to create better acoustics, the school does not want to lose the team culture and comradery that the current transparency makes possible. The new or modernized school should minimize long corridors lined with doors and create informal meeting and gathering spaces with access to natural light. All parts of the building should be a place for learning.

## **Furniture & Equipment**

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, books, supplies, and teaching materials.

To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration.

## **Technology**

The facility will contain the latest in technology and be wired for voice, data, and video throughout the building. The program design is intended to bring information to the desk of the student, and computer technology will be distributed in every classroom. It is intended that access to technology will be seamless and pervasive throughout the building.

Every classroom will be wired for teacher audio enhancement. Research into this cutting-edge technology suggests that student learning can improve in classrooms where the teacher's voice is amplified and the classroom acoustics are designed to support voice clarity.

## **Handicapped Accessibility**

The entire facility will be accessible for students, staff, and visitors. This will be accomplished through judicious use of ramping and elevators with sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements

of the Americans with Disabilities Act must be complied with, including wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

## Site

The site circulation will be organized for safety and efficiency. This will be accomplished through careful separation of vehicular and pedestrian traffic. Because of the on-site partners it is important to provide separate clearly identifiable entrances. All play areas will be protected from vehicular and pedestrian traffic, so students can be assured of a safe and secure environment on the entire school site.

Parking for all functions is in a multi-level garage.

## School Based Partners

The school has many non-profit partners who work with children both during and after the school day. They share spaces with the day program but need some office and storage space.

The DC Scores program was founded at Marie Reed Elementary School. Students join a soccer team that focuses on self-expression through literature and scoring goals. Students prepare for an end-of-the-season poetry slam competition through writing and speaking tutorials conducted by the writing coordinator. In addition to exploring the writing process, students develop a deeper understanding of themselves through written expression.

- Grades 3-5
- Soccer 2 days and literacy 2 days after school
- 6 weeks summer arts program
- Use outside facilities and cafeteria
- Dream - Small office, storage, improvements to site to include seating area for field and shade

Georgetown University DC Schools Project works one-on-one with many English as a Second Language (ESL) students twice a week and concentrates on reading and math skills

Spanish Tutorials at Marie Reed are a new academic service that works with students in the dual language program to help them achieve Spanish Language proficiency. Students receive tutorials three times a week.

Marie Reed is the host site for the Ward One Higher Achievement Program. HAP provides accelerated learning opportunities for high-achieving students in grades 5-8. HAP is an independent program that partners with Marie Reed, and includes Reed students who apply and are admitted.

- Grades 5-8 (80-90 students)
- After school and summer program
- Use 4-8 Classrooms
- Dream – Storage (lockable), office, teaching garden, gazebo, bulletin boards,
- alcoves, amphitheater – lighting, kitchen

## Everyone Wins

- Lunchtime mentored reading program
- Use library and classrooms, amphitheater
- Dream – kitchenette, storage, soft seating and task lighting

## Other Site-Based Partners

### Health Clinic

In addition to the recreation center, there is a community health clinic that is open all day and provides medical, dental, and behavioral/social services to the neighborhood. The clinic is currently in approximately 7,000 SF and shares space with a WIC program. It maintains a separate entrance and self-contained space on the site. However, the school space is over the health clinic. The current provider is Community of Hope. The DC Department of Health has not indicated whether this program would continue or change during the school's modernization.

### Daycare

A daycare operates at the same level as the health clinic in approximately 1,500 SF. The space is small and needs more support areas. The play area is not age appropriate and there is no parent drop off area. The current provider is UPO, a non-profit that is located in many DCPS facilities. The contractor would like walls and larger improved space. However, the day care is in city owned space and the city has not indicated whether this program would continue or change during the school's modernization.

### Environmental Performance Criteria

Scientists who study the "neuroscience of learning" are finding that certain lighting, acoustics, and spatial relationships support or hinder the learning process. The following criteria should be used when creating optimal learning and teaching environments.

Lighting Quality: Improving natural and artificial lighting in classrooms

NOTES	DESIGN PARAMETERS	PARAMETER
1) Controlled Natural Lighting (Glazing)	10 - 12% of floor S.F.	LEED & Green Globe
2) Artificial Light	35-50 Foot-candles	IES

Environmental / Air Quality: Addressing temperature control, ventilation, air filtration, carbon dioxide levels, and HVAC background noise to ensure comfortable rooms.

NOTES	DESIGN PARAMETERS	PARAMETER
1) Winter Temperature	68.5 to 75.5 degrees	EPA 2000 & ASHRAE 55-04
Summer Temperature	74 to 80 degrees	
2) Humidity	30 to 60% relative humidity	EPA 2000 & ASHRAE 55-04
3) Air Changes	6-10 per hour	ASHRAE
4) Outdoor Air Ventilation	10CFM per person	Plus 0.12 per SF of area
5) Air Filtration	MERV 13	LEED
	MERV 6 to 8	ASHRAE 52.2-2007 & 62.1-2007
6) Carbon Dioxide Levels	Below 700 PPM above outdoor air	ASHRAE 62.1-2007
7) HVAC Background Noise Level	RC(N) Mark II level of 37	ASHRAE Handbook Chapter 47

Acoustics: Limiting reverberation and background noise and improving sound isolation.

NOTES	DESIGN PARAMETERS	PARAMETER
1) Reverberation	.6 per second	(ANSI S12.60-2002)
2) Background Noise	45 dBA	(LEED)
3) Sound Isolation (Varies)	STC 45 between Classrooms	

Technology: Providing data connections for online learning resources, AV equipment, closed-circuit televisions, and a sound system with emergency capabilities.

NOTES	DESIGN PARAMETERS	PARAMETER
1) Data / Computer Drops	At Teacher and Student Computers at wireless access points	
2) Audio / Video Equipment		
Interactive Whiteboard		
Document cameras		
Sound Reinforcement	Amplifier, microphone, speakers	
3) Clock	Synchronized with Bell system	
4) Sound System & Emergency Call-box		
Ceiling or Wall Speaker	Class change bells, emergency announcements	
5) CCTV Camera		
Security, WebX conferencing, Distance Learning		

Sustainability: Build for energy efficiency

NOTES	DESIGN PARAMETERS	PARAMETER
1) Building EUI	20% below Baseline	ASHRAE 2010
2) Building Envelope	Meet or exceed R-value standards for building type	ASHRAE 90.1 2010
3) Water	Ultralow flow fixtures	ASHRAE 90.1 2010

## Safety & Security

DCPS wants to maintain an inviting environment, while simultaneously providing a safe environment for students, staff, and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner: active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

### 1. Building Layout

- Avoid blind spots, corners, and cubby holes
- Locate administrative and teacher preparation with good visual contact of major circulation areas (i.e., corridors, cafeteria, bus drop-off, parking)
- Develop spatial relationships that naturally transition from one location to another
- Locate toilets in close proximity to classrooms
- Design toilets to balance the need for privacy with the ability to supervise
- Locate areas likely to have significant community (after school) use close to parking and where these areas can be closed off from the rest of the building

### 2. Types of Building Materials

- Use durable wall surfaces that are easy to clean so graffiti can be removed
- Incorporate pitched roofs which inhibit roof entry and are aesthetically pleasing
- Operational part of windows on the ground floor should be in the upper portion to prevent access.
- Install non-slip floors and walk-off mats at point of entry

### 3. Uses of Technology

- Phones in every instructional and support area
- Building-wide all-call designed to be heard throughout the school and on the play fields when needed
- Motion or infra-red detectors, which can also conserve lighting costs
- Video cameras that are used for instructional purposes could also be used for security purposes during non-school hours
- Smoke and heat detectors located throughout the building

### 4. Vehicular and Pedestrian Traffic

- Separate bus drop-off area from other vehicular traffic
- Separate staff and community parking area
- Separate student (pedestrian) traffic flow

### 5. Landscaping, Play/Practice Fields, Site, and Lighting

- Use native high trees and low bushes (less than three feet high) to deter hiding
- Use aesthetically pleasing fencing around perimeter of the building
- Non-intrusive lighting of all areas (not correctional-type lighting) according to the Light Pollution Credit in LEED-Ss with no lighting to leave property line
- Provide security lighting around building and parking lots with photocell timer, motion sensor and on/off capacity

## Energy and Environmental Design

There is a high interest in using the LEED certified school building as a teaching tool to teach environmental stewardship and awareness, while simultaneously providing an engaging environment for students, staff, and community who use the facility.

The organization, understanding and use of a building will have a major impact on student and staff conservation behavior.

The sustainable design and green features of the building can be addressed in an active or a passive manner: active interaction is based on digital displays, educational features and curriculum integrated learning about environmental issues; passive interaction is based on the program design, building configuration, green building features, and energy efficient building automation.

### Passive Concepts

- 1. Building Layout**
  - Concentrate daylight and views to the outside to areas of frequent human interaction (e.g. classrooms, cafeterias, media center, art rooms, music rooms) with passive solar design
  - Avoid skylights and use roof monitors with vertical glazing instead
- 2. Types of Building Materials**
  - Use durable wall surfaces that are easy to clean
  - Design for cleanability with easy and safe access
  - Incorporate light colored pitched roofs to prevent heat gain and leakage
  - Install high performance walk-off mats at all points of entry
  - Design with noise minimization in mind
- 3. Uses of Technology**
  - For instructional and administrative purposes, the new school should have extensive technology systems. These same infrastructures and technology components can be used to enhance the perception of the buildings environmental components.
  - Digital display of buildings energy and water use at entrance and in cafeteria
  - Website with environmental features of the school
  - Use only vacancy sensors for classrooms, cafeteria etc. to turn off (not on) lighting
  - Daylight sensors and dimming in larger areas (cafeteria, multi-purpose etc.)
- 4. Vehicular and Pedestrian Traffic**
  - Provide sufficient, covered and secures bicycle storage
  - Provide bicycle lanes to building from all major access directions
- 5. Landscaping, Play/Practice Fields, Site, and Lighting**
  - Use native high trees and low bushes and ground covers and locate to provide shade to the building
  - Non-intrusive lighting of all areas (not correctional-type lighting) according to the Light Pollution Credit in LEED-S with no lighting to leave property line
- 6. Green Curriculum**
  - Provide outdoor classroom
  - Design interior with sense of buildings orientation to North – East – South - West

**Active Concepts**

- 1. Building Layout**
  - Provide signage to educate users about interior and exterior green building features throughout
  - Provide signage for user behavior modification, e.g. DCPS policy for thermostat settings, reminders to turn equipment off when not in use
  - Provide visitor map with floor plan for location and explanation of green building features
- 2. Types of Building Materials**
  - Provide view window to inside of wall constructions and mechanical room
  - Provide materials with environmental message in selective areas, e.g. 100% recycled post-consumer plastic toilet compartments, wheatboard cabinets, or furniture made of wood harvested from school site, and explain with signage.
- 3. Uses of Technology**
  - For instructional and administrative purposes, the new school should have extensive technology systems. These same infrastructures and technology components can be used to enhance the perception of the buildings environmental components.
  - Green morning announcement with update on energy and water use
  - Student conducted energy audits
  - School based resource conservation program with frequent feedback to users
- 4. Vehicular and Pedestrian Traffic**
  - Provide preferred parking for DCPS Green Fleet (for carpooling and fuel efficient vehicles)
- 5. Landscaping, Play/Practice Fields, Site, and Lighting**
  - Design for no-mow areas
  - Design for student garden
  - Provide solar or wind powered, off the grid site lighting as demonstration model for select areas
- 6. Green Curriculum**
  - LEED credit Schools as a Teaching Tool requires 10 hours of instruction per student, grade and school year on environmental issues related to the school building. The school buildings design should support this requirement wherever possible.

## Design Guidelines for Outdoor Classrooms and School Gardens

This section provides guidance on the design of outdoor classrooms (the structure where students gather to learn) and the school garden (the larger area encompassing the outdoor classroom). Outdoor classrooms complement and expand school garden sites by providing a gathering area for teaching, but they are also multi-use spaces that serve as classrooms that support standards-based learning across subject areas.

### Expected Site Elements:

- Planting beds
- Organic soil (60% top soil/ 40% compost)
- Mulch (shredded hardwood or straw)
- Hose bib with hose rack (with two spigots- one for hose and one for irrigation, exterior and easily accessible placed within the garden if new construction)
- Plants (a variety of edible and non-edible species)
- Shade tree(s), trellises or awnings.
- Seating (may be moveable)
- Worktables (may be moveable)
- Pathways (around planting beds, through pollinator garden, etc.).
- Tool shed (large storage bench/box that is weatherized and secure no further than 100ft from gardening area. Storage immediately available inside the school may supplement outdoor storage space).
- Signage
  - Fencing (height and type depending on local context)
  - Access for large vehicles/supplies
  - All-weather electrical outlet
  - Drip Irrigation (for gardens larger than 200 square feet)

### Potential Site Elements:

- Composting area
- Pollinator garden with paths to invite investigation
- Wildlife habitat area with paths to invite investigation
- Drip Irrigation (for gardens smaller than 200 square feet)
- Rain garden
- Outdoor kitchen
- Digging bed (for younger students)
- Hand washing station
- Outdoor science lab
- Arboretum
- Greenhouse/ hoop house
- Interactive learning stations
- Community garden plots
- Wi-Fi access
- Beehive
- Chicken coop
- Pond
- Mounding

**Siting:** The school garden should be clearly defined and located with the possibility of expanding activities in the future. The space should be inviting and encourage classroom use any time the weather is at all agreeable, including during a warm snap in winter. Capitalize on site features available by deliberately connecting to an existing stream or using a large shade tree for the

gathering area or linking pathways to a natural habitat area. Ensure that enthusiasm for the garden does not overwhelm space that students require for active play and athletic activities.

The outdoor classroom should be located within the school garden in a well-used and highly visible part of the school grounds that is easily accessible for students and teachers. Consider environmental factors, including noise, fumes from passing vehicles, sunlight, and slope; it should articulate with existing or planned natural wildlife habitat areas. If there are plans to expand or re-build the school in the foreseeable future, try to ensure the outdoor classroom and school garden is in a place that will remain undisturbed.

**Solar aspect/shade:** The school garden plots should receive 6-8 hours of direct sunshine a day. However, the outdoor classroom must be shaded either naturally with trees or trellises or with awnings, umbrellas or canopies. Student seating should not face south.

**Accessibility:** Walkways should be well defined, and accessible to students including those with disabilities. Refer to the current ADA standards for minimum design requirements. Remember to apply these standards as well to other program spaces associated with the outdoor classroom. Garden beds should be no wider than 4 feet for middle school and high school students and 3 feet for elementary school and early childhood students. Consider having at least one raised bed accessible to students in wheelchairs. The school garden and the outdoor classroom will need large enough work areas so that all students can easily pass through. The tool shed/box should include shelving, and storage options for both adult and children tools and located in a central area possibly near the outdoor classroom.

**Visibility/Safety:** There should be clearly defined perimeters for the outdoor classroom and garden areas; a fence may be preferable, with clear lines of sight throughout avoiding potential hiding spaces. If possible, the outdoor classroom should also be visible from points within the school (windows in nearby classrooms, administrative spaces).

**Materials:** The outdoor classroom should be built with natural materials. If water is being collected from the roof of the outdoor classroom the roofing material must be non-toxic and non-leaching. Strictly limit use of concrete to high traffic areas; if hardscape is required, permeable paving or local stone (that is too heavy to throw) is encouraged. Note that high-grade engineered wood fiber playground surfacing is certified for wheelchair use. Raised beds should be built of a minimum of 2-inch thick wood or non-toxic manufactured wood, not permanent masonry and filled with organic soil/compost at a 60/40 ratio. Soil should be filled to 4 inches below top of garden bed and 2 inches of organic mulch (shredded hardwood or straw) is placed on top of the soil. Pressure treated wood, plywood, plastic lumber with wood fibers, tires are strongly discouraged as these products contain toxins that leach into water at dangerous levels. Because teachers need to re-design garden plot locations from time to time as program needs change, garden plots must be re-locatable. Avoid weed cloth as it has little impact on suppressing weeds in the long term and creates maintenance issues.

**Outdoor Classroom:** The outdoor classroom must be a well-defined shaded space that includes student workstations where teachers can easily engage with each student. An outdoor whiteboard is desirable (flipchart stands stored inside could substitute) and must be situated so that all students can easily read it. Seating can be either fixed or flexible, depending on the site, but should easily accommodate up to 35 students. A teacher demonstration table and student workspaces should be available. If not permanently on site, as with picnic tables, these should be easily portable and on-hand in a storage shed or nearby in the school. The outdoor classroom area may be near a kitchen and/ or science lab.

**Plants:** Perennial plant material should be chosen based on each specific site condition and with interest in all four seasons. Preference should be given to a variety of native plant species. The visual unity of the site is less important than the educational value of a broad range of different plants that can be used as teaching examples and that are sustainable in terms of biodiversity and susceptibility to extreme weather, insects and disease. Take care to avoid poisonous plants.

**Signage:** Educational signage must be placed throughout the garden. Signage must be age-appropriate and student-centered. Consider writing signs in multiple languages. Signs should identify elements as well as describe various processes and systems such as:

- Entrance sign with space for posting announcements (highest priority)
- Garden Rules and Procedures
- Native and edible plantings
- Composting systems
- Pollination
- Storm water management
- Soil composition
- Nutrition
- Beneficial Insects
- “Do Not Mow” for in-ground beds near lawns.

**Maintenance:** The outdoor classroom should be designed for low maintenance with a specific maintenance plan written for each outdoor classroom and garden area. A maintenance agreement must be signed by the principal, and the school garden coordinator. Planting beds, pollinator garden areas and habitat areas must be very clearly differentiated from lawn areas that require mowing in order to avoid having native plants mistaken for weeds and mowed. Ensure that the irrigation system (if applicable) is simple enough so that the school community can maintain it. Hose bib should be given to the school garden coordinator, building engineer, and principal (three keys total).

**Approval:** Plans, details and specifications should be submitted to the School Garden Specialist at the Office of the State Superintendent of Education for approval.

## DCPS Recycles!

All DCPS schools are required to participate in the recycling program provided by DGS. All modernization projects must be designed to be consistent with the standardized supplies and services described at <http://dgs.dc.gov/page/healthy-schools>, with the expectation that in the near term future all schools will recycle and compost under this program.

Since each school is different, the DGS recycling program should be consulted regarding the following design considerations. In general, every modernization project is expected to provide

- **Adequate, accessible space for pick-up of all serviced containers**, usually to include (1) 8 cu yd dumpster OR compactor for paper and cardboard; (2-4) 96 gallon totes for glass/plastic/metals, and (3-10) 36 gallon totes for compostable waste; that is accessible to both front-end loaded and rear-end loaded trucks and allows custodian to easily transport totes to be picked up at ground level. The best configuration of containers will depend on the specifics of the hauling contract, the occupancy of the building and space restrictions. Compactors are not usually recommended for buildings with occupancy less than 500. The dimensions of a standard 8 cu yd side loaded dumpster are 71”x 80”x76” (length x width x height).

- **Secure space for storing serviced containers and collection bins** with easy access for custodian to roll bins to/from pick up location, and distributed as necessary to facilitate flow of materials throughout the building to the pick-up location.
- **Cafeteria and kitchen layout and millwork** that supports a logical flow of materials including emptying liquids, sorting waste into three categories (landfill, recycling, compost), and tray return, while avoiding congestion; includes space for changeable signage and labels; is consistent with compost and recycling supplies provided by DGS for cafeterias (accommodates 32-gallon Brute-style bins with wheels); allows for easy access for cleaning by custodians (bottom of the sorting station is the floor); and has countertop holes that accommodate easy dumping of waste using both compostable and reusable trays.

The DGS recycling program provides a **standardized set of recycling supplies** at no cost to each school, the number and type of bins to be determined according to building characteristics supplied by the project team.

Project teams should also consult with the recycling program regarding providing large, highly visible sorting stations with signage in select high traffic common areas (not in hallways, and not built into the wall); as well as regarding the type and placement of wastebaskets.

### Proposed Capacity

Room Use			
Grade	Number of	Capacity (Program)	Total
	Classrooms		
Pre K 3 and 4	6	18	108
Kindergarten	3	20	60
1st Grade	3	20	60
2nd Grade	3	20	60
3rd Grade	3	20	60
4th Grade	3	23	69
5th Grade	3	23	69
<b>Total</b>	<b>22</b>		<b>486</b>

### Building Space Summary

Space Summary	
	<b>Total</b>
Core Academic/Special Education Areas	31,125
Media Center	3,250
Arts and electives	5,650
Physical Education	5,350
Administration	4,300
Student Dining & Food Service	4,500
Maintenance & Custodial Services	1220
Mechanical, Electrical, Toilets, Custodial Closets	17,559
<b>Total Net</b>	<b>72,954</b>
Construction Factor[.08]	5,836
<b>Total Gross</b>	<b>78,788</b>

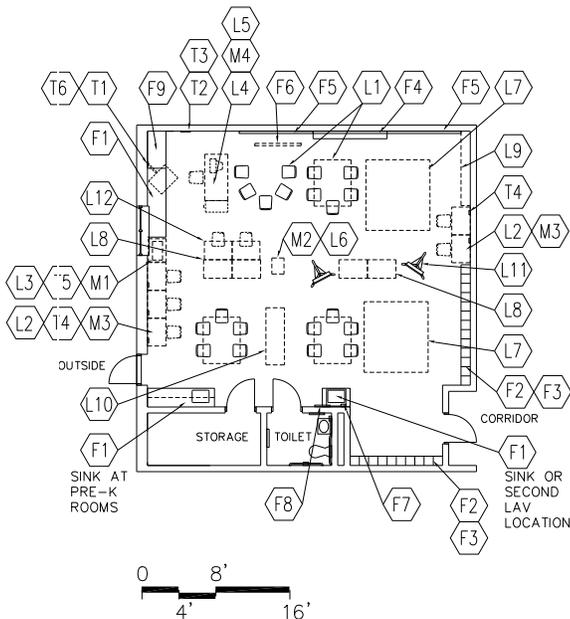
### Outdoor Area Requirements Summary

<b>Exterior Spaces</b>
Structured Play Area For Primary/Intermediate Grades
Protected Pre-School Play Area
Outdoor Paved Play Area [reduced size basketball courts, with markings for other games]
Outdoor Classroom Gazebo
Green area for garden/environmental programs
Multi-purpose field (shared with Parks and Rec)
Faculty, Staff, and Visitor Parking (80-90 spaces)

**Core Academic Area Space Requirements**

Spaces	Suggested			Comments
	Quantity	S.F.*	Total	
Pre-Kindergarten Classroom	6	1,175	7,050	Includes 50 sf toilet and 100 sf storage closet
Kindergarten Classroom	3	1,175	3,525	Includes 50 sf toilet and 100 sf storage closet
Early childhood commons	1	1,000	1,200	Commons includes art storage cabinets and a storage closet for large items and a storage closet for after care
After care closet	2	100		
Grade 1 Classroom	3	900	2,700	
Cluster commons	1	400	600	
Resource rm.	1	150		
After care closet	1	50		
Grade 2 Classroom	3	900	2,700	
Grade 3 Classroom	3	900	2,700	
Cluster commons	1	400	600	
Resource rm.	1	150		
After care closet	1	50		
Grade 4 Classroom	3	900	2,700	
Grade 5 Classroom	3	900	2,700	
Cluster commons	1	400	600	
Resource rm.	1	150		
After care closet	1	50		
Resource Classrooms (ESL)	3	300	900	
Offices	3	150	450	
Resource Classroom (Academic)	2	300	600	Reading and Math
Speech Room/OT/PT	1	450	450	
Conference rm.	1	200	200	Special education
Storage (primary, intermediate)	2	300	750	
- Laptop storage	3	50		
Workroom/Teacher Dining	2	350	700	
<b>Total</b>			<b>31,125</b>	

Tolerances of + or – 5-15% are acceptable as is the combination of spaces within a suite. Adjacencies as specified are desirable, but options may be considered and should be reviewed with the planning team.



**CAPACITY:**

- Teachers
- 16-20 students (PK/K)
- Parents/other staff

**SIZE:**

- 1,175 SF

**ANCILLARY SPACES:**

- Pre-K/Kindergarten Restroom E-ACA-16 (50 SF)
- Storage closet (100 SF)

**SPATIAL RELATIONSHIPS:**

- See illustration
- Near Workroom/Teacher Office
- Group classrooms for potential teaming
- Locate coat cubbies near door
- Locate at first floor for emergency evacuations, if possible

**GOALS:**

- To foster self-discipline, independence, and responsibility
- To help children develop positive concepts about themselves and their capabilities
- To encourage and develop independent thinking and good work habits
- To develop language as a tool of learning and as a means of communication
- To provide and develop fundamental academic, social, emotional, physical, and thinking skills

**PROGRAM ACTIVITIES:**

- Whole group
- Teacher directed
- Small group
- One-on-one instruction
- Cooperative learning
- Discovery
- Language Arts
- Inquiry

**ENVIRONMENTAL CONSIDERATIONS:**

- Windows to provide natural light and egress
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
  - Reverberation Time: .4-.6 seconds
- Uniform lighting
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentation

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Locate sink at chase wall of restroom (or in close proximity)
3. Locate restroom chase as close to corridor as possible to minimize pipe runs
4. Where rooms are paired provide two lavatories with joint access (not including sink in casework).

## PRE-K - S / KINDERGARTEN

## E-ACA-1A

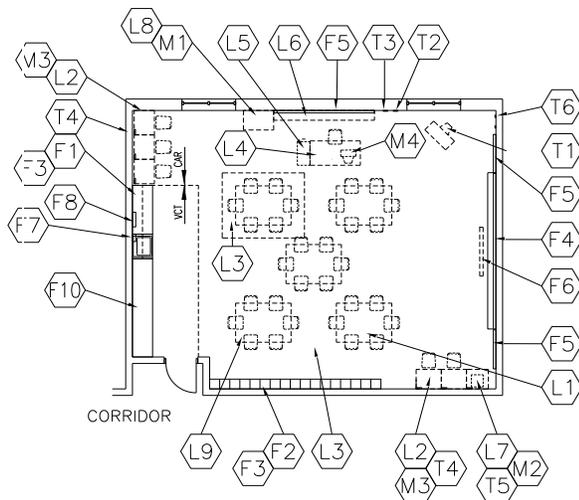
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Rubber tile	096519/096816	F1 Casework:	123200
Base:		Base/wall cabinets by sink	
Resilient base	096519	Sturdy shelving on 3 walls in storage area	
Ceiling (9' high minimum):		F2 Carpentry:	
Suspended, acoustical	095113	Student cubbies (24)	064123
Walls:		F3 Casework:	
Painted concrete masonry units or dry wall	042000/099123	Wall shelving (24 LF- H 30-32")	123200
<u>Loose Furnishings:</u>		F4 Marker board	101100
L1 20-24 stackable chairs, 5-6 tables		16 LF primary	
L2 2 computer stations w/ chairs		F5 Tack board flanking marker boards	
L4 Teacher work surface w/ mobile storage and 2 chairs		Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF	
L5 Four-drawer file cabinet		F6 Manual projection screen	
L7 Bound carpet rug (oval), rug for block area, rug for reading area		(60"X60")115213 <sup>3</sup>	
L8 Mobile shelving (various)		F7 Soap dispenser	102800
L9 Bookshelves (open or closed)		F8 Towel dispenser	102800
L11 Learning center sets such as sand/water tables, kitchen, child-height dining, dress-up center, art cart, science light board, and blocks.		F9 Casework: Wardrobe (18"X18")	123200
<u>Communications:</u>	Div. 27	<u>Fire Suppression:</u>	Div. 21
Single point 'face plate' near teachers work station to include:		Fire suppression system	
Voice, data, VGA , audio enhancement, and HDMI		<u>Plumbing:</u>	Div. 22
Additional ports:		Sink with drinking fountain	
Printer		Plumbing connections	
Cable/MATV port		Wall-mounted watercloset	
3 data ports for student use		Wall-mounted lavatory	
Electronic white board		<u>HVAC:</u>	Div. 23
Clock/PA		Supply/return air system	
2 wireless		Independent temperature control	
<u>Miscellaneous:</u>		Exhaust air system (toilet)	
M3 2 computers for students use		<u>Electrical:</u>	Div. 26
M4 Computer for teachers use		Duplex receptacles	
Audio enhancement equipment		3 per primary teaching wall	
Interactive table or low hung wall devise (Kindergarten only)		At least 2 per other walls	
		TVSS protected quad receptacle adjacent to each data and video port	
		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Delete if digital white board is installed.

## GRADES 1-5 CLASSROOM

E-ACA-2



## SIZE:

- 900 SF

## CAPACITY:

- 22-25 students
- 1 teacher
- Staff members
- Guest speakers/volunteers

## GOAL:

- A flexible space to accommodate any of the core academic disciplines

## PROGRAM ACTIVITIES:

- Large group instruction
- Small group instruction and group work
- Classroom work/lectures
- Computer instruction
- Team teaching
- Oral presentations
- Group and teamwork activities
- Testing

## SPATIAL RELATIONSHIPS:

- Group classrooms for potential teaming
- Consider options for locating cubbies between teamed classrooms
- Locate coat cubbies near door

## ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
  - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentations

## NOTES:

1. Lose furnishings and features shown represent one of many possible arrangements.
2. Storage closets should be combined with adjacent Teacher Office/Workroom
3. Classroom layouts should be opposite hand allowing sinks to be back to back.

**DCPS EDUCATIONAL SPECIFICATION**

**MARIE REED ELEMENTARY SCHOOL**

**GRADES 1-5 CLASSROOM**

**E-ACA-2**

	Spec. Ref.#		Spec. Ref.#
<b>Finishes<sup>1</sup>:</b>		<b>Features<sup>1</sup>:</b>	
<b>Flooring:</b>		<b>Fixed Equipment:</b>	
Rubber tile flooring	096519	F1 Casework:	123200
		Base/wall cabinets by sink	
<b>Base:</b>		F2 Casework: Student cubbies (28)	
Resilient base	096519	F3 Casework:	
		Wall shelving over cubbies	
<b>Ceiling (9' high minimum):</b>		F4 Marker board (2 walls)	101100
Suspended, acoustical	095113	16 LF primary/8 LF secondary	
<b>Walls:</b>		F5 Tack board flanking marker boards	101100
Painted concrete masonry units	042000/099123	Plus two (2) parallel rows of continuous	
One tackable wall surface	101100	tack strips on all available walls (4 LF or	
		longer) at 30" and 48" AFF	
<b>Loose Furnishings:</b>		F6 Manual projection screen (60"X60")	115213 <sup>2</sup>
L1 6 tables or 24 student desks (see Furniture		F7 Soap dispenser	102800
Standards)		F8 Towel dispenser	102800
One kidney/horseshoe table		F9 Casework:	
L2 2 computer workstations and 2 chairs –		Wardrobe (18"X18")	12320
student use (swivel or alternative)		Tall storage cabinet with poster sized	
L3 Bound carpet rug large enough to seat 24		door	
students		<b>Plumbing: Div. 22</b>	
L4 Teacher workstation with mobile storage		Sink with drinking fountain	
and 2 chairs		Plumbing connections	
L5 Four drawer file cabinet or lateral file		<b>HVAC: Div. 23</b>	
L9 27 student chairs		Supply/return air system	
		Independent temperature control	
<b>Communications:</b>	Div. 27	<b>Electrical: Div. 26</b>	
Single point 'face plate' near teachers work		Duplex receptacles	
station to include:		3 per primary teaching wall	
Voice, data, VGA , audio enhancement,		2 per other walls	
and HDMI		TVSS protected quad receptacle	
<b>Additional ports:</b>		adjacent to each data and	
Printer		video port	
Cable/MATV port		Multilevel switching	
3-5 data ports for student use		Fluorescent lighting	
Electronic white board		Illumination level: See Table 7600-16	
Clock/PA		Clock	
2 wireless		Central sound system	
<b>Electronic Safety and Security:</b>	Div. 28	<b>Miscellaneous:</b>	Div. 27
Life safety devices per code		M1 Projection device on cart or interactive board	
		M3 2 computers for student use (supplement	
		with mobile computing devices)	
		M4 Computer for teacher use	
		Audio enhancement equipment	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Delete where a digital white board is installed.

**EARLY CHILDHOOD COMMONS/GATHERING SPACE**

**E-ACA-2**

<p><b>SIZE:</b></p> <ul style="list-style-type: none"> <li>• 1000 SF</li> </ul> <p><b>CAPACITY:</b></p> <ul style="list-style-type: none"> <li>• 60 students</li> <li>• 2 teacher</li> <li>• Staff members</li> <li>• Guest speakers/volunteers</li> </ul> <p><b>GOAL:</b></p> <ul style="list-style-type: none"> <li>• A flexible space to accommodate any of the core activities</li> </ul> <p><b>PROGRAM ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Large group instruction</li> <li>• Small group instruction and group work</li> <li>• Team teaching</li> <li>• Oral presentations</li> <li>• Testing</li> </ul> <p><b>SPATIAL RELATIONSHIPS:</b></p> <ul style="list-style-type: none"> <li>• Near early childhood rooms</li> <li>• On ground floor</li> <li>•</li> </ul> <p><u>Communications:</u> <span style="float: right;">Div. 27</span>                  Single point 'face plate' near teachers work station to include:                  Voice, data, VGA , audio enhancement, and HDMI                  Additional ports:                  Cable/MATV port                  3 data ports for student use                  Clock/PA                  2 wireless</p>	<p><b>ENVIRONMENTAL CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• Uniform lighting</li> <li>• Windows to provide natural light and egress</li> <li>• Environmental sound control:                      Wall minimum: STC 45                      Ceiling minimum: CAC 35                      Reverberation Time: .4-.6 seconds</li> <li>• Electrical outlets for equipment</li> <li>• Adequate ventilation</li> <li>• Window treatment to darken room for AV presentations</li> </ul> <p><b>Fixed Equipment:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Casework:</td> <td style="text-align: right;">123200</td> </tr> <tr> <td style="padding-left: 40px;">Base/wall cabinets by sink</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Marker board (2 walls)</td> <td style="text-align: right;">101100</td> </tr> <tr> <td style="padding-left: 40px;">16 LF long wall/8 LF secondary</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Tack board flanking marker boards</td> <td style="text-align: right;">101100</td> </tr> <tr> <td style="padding-left: 20px;">Manual projection screen (60"X60")</td> <td style="text-align: right;">115213</td> </tr> <tr> <td style="padding-left: 40px;">Soap dispenser</td> <td style="text-align: right;">102800</td> </tr> <tr> <td style="padding-left: 40px;">Towel dispenser</td> <td style="text-align: right;">102800</td> </tr> <tr> <td style="padding-left: 20px;">Tall storage cabinet for art supplies (lockable)</td> <td></td> </tr> </table> <p><b>Loose Furnishings:</b></p> <ul style="list-style-type: none"> <li>• 6 tables with 24 stackable chairs sized for ages 3-5</li> <li>• 2-3 Bound carpet rugs large enough to seat 24 students</li> </ul>	Casework:	123200	Base/wall cabinets by sink		Marker board (2 walls)	101100	16 LF long wall/8 LF secondary		Tack board flanking marker boards	101100	Manual projection screen (60"X60")	115213	Soap dispenser	102800	Towel dispenser	102800	Tall storage cabinet for art supplies (lockable)	
Casework:	123200																		
Base/wall cabinets by sink																			
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16 LF long wall/8 LF secondary																			
Tack board flanking marker boards	101100																		
Manual projection screen (60"X60")	115213																		
Soap dispenser	102800																		
Towel dispenser	102800																		
Tall storage cabinet for art supplies (lockable)																			

**NOTES:**

1. Lose furnishings and features shown represent one of many possible arrangements.
2. Storage closets should be combined with adjacent Teacher Office/Workroom
3. Classroom layouts should be opposite hand allowing sinks to be back to back.

DCPS EDUCATIONAL SPECIFICATION

MARIE REED ELEMENTARY SCHOOL

GRADES 1-5 CLASSROOM

E-ACA-2

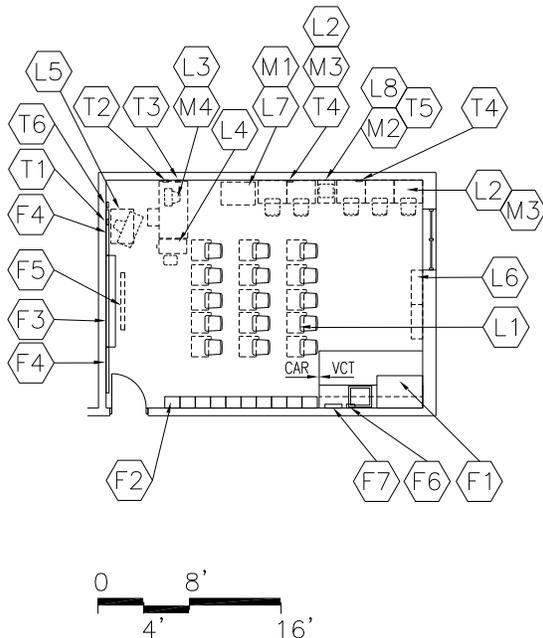
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Rubber tile flooring	096519	F1 Casework:	123200
		Base/wall cabinets by sink	
<u>Base:</u>		F2 Casework: Student cubbies (28)	
Resilient base	096519	F3 Casework:	
		Wall shelving over cubbies	
<u>Ceiling (9' high minimum):</u>		F4 Marker board (2 walls)	101100
Suspended, acoustical	095113	16 LF primary/8 LF secondary	
<u>Walls:</u>		F5 Tack board flanking marker boards	101100
Painted concrete masonry units	042000/099123	Plus two (2) parallel rows of continuous	
One tackable wall surface	101100	tack strips on all available walls (4 LF or	
		longer) at 30" and 48" AFF	
<u>Loose Furnishings:</u>		F6 Manual projection screen (60"X60")	115213 <sup>2</sup>
L1 6 tables or 24 student desks (see Furniture		F7 Soap dispenser	102800
Standards)		F8 Towel dispenser	102800
One kidney/horseshoe table		F9 Casework:	
L2 2 computer workstations and 2 chairs –		Wardrobe (18"X18")	12320
student use (swivel or alternative)		Tall storage cabinet with poster sized	
L3 Bound carpet rug large enough to seat 24		door	
students		<u>Plumbing:</u> Div. 22	
L4 Teacher workstation with mobile storage		Sink with drinking fountain	
and 2 chairs		Plumbing connections	
L5 Four drawer file cabinet or lateral file		<u>HVAC:</u> Div. 23	
L9 27 student chairs		Supply/return air system	
		Independent temperature control	
<u>Communications:</u>	Div. 27	<u>Electrical:</u> Div. 26	
Single point 'face plate' near teachers work		Duplex receptacles	
station to include:		3 per primary teaching wall	
Voice, data, VGA , audio enhancement,		2 per other walls	
and HDMI		TVSS protected quad receptacle	
Additional ports:		adjacent to each data and	
Printer		video port	
Cable/MATV port		Multilevel switching	
3-5 data ports for student use		Fluorescent lighting	
Electronic white board		Illumination level: See Table 7600-16	
Clock/PA		Clock	
2 wireless		Central sound system	
<u>Electronic Safety and Security:</u>	Div. 28	<u>Miscellaneous:</u>	Div. 27
Life safety devices per code		M1 Projection device on cart or interactive board	
		M3 2 computers for student use (supplement	
		with mobile computing devices)	
		M4 Computer for teacher use	
		Audio enhancement equipment	

NOTES:

3. Finishes/Features: Refer to Chapter 8 for specification references.
4. Delete where a digital white board is installed.

## RESOURCE CLASSROOM

E-ACA-4



## CAPACITY:

- Up to 4-12 students
- 2 or more staff members

## SIZE:

- Varies, see table

## ANCILLARY SPACES:

N/A

## GOAL:

- To provide a safe and comfortable learning environment for students with unique learning challenges

## PROGRAM ACTIVITIES:

- Small group work
- Independent instruction and work

## SPATIAL RELATIONSHIPS:

- Located within Academic Core areas
- Near Storage
- Ingress/egress to the building which allows for special transportation pick-ups

## ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35  
Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentation

## NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Orientation of Resource Classroom shall be determined as a result of layout of adjacent classrooms
3. Sink shall be located with close proximity to corridor.

**RESOURCE CLASSROOM****E-ACA-4**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Rubber tile	096519	F3 Marker board (8 LF)	101100
<u>Base:</u>		F4 Tack board (8 LF minimum)	101100
Resilient base	096519	F5 Manual projection screen	115213
<u>Ceiling (9' high minimum):</u>		F8 Casework:	
Suspended, acoustical	095113	Wardrobe	123200
<u>Walls:</u>		Tall cabinet (optional)	
Painted concrete masonry units or dry wall	042000/099123	<u>Fire Suppression:</u>	Div. 21
<u>Loose Furnishings:</u>		Fire suppression system	
L1 1-2 student tables with 4-9 chairs		<u>Plumbing:</u> Div. 22	
L2 2 computer workstations		none	
L3 Teacher workstation and chair		<u>HVAC:</u> Div. 23	
L4 Four-drawer file cabinet or lateral file		Supply/return air system	
L6 Adjustable height bookshelves (20 LF)		Independent temperature Control	
One kidney/horseshoe table		<u>Electrical:</u> Div. 26	
<u>Communications:</u>	Div. 27	Duplex receptacles	
Single point 'face plate' near teachers work station to include:		3 per primary teaching wall	
Voice, data, VGA , audio enhancement, and HDMI		2 per other walls	
Additional ports:		TVSS protected quad receptacle adjacent to each data and video port	
Printer		Fluorescent lighting	
Cable/MATV port		Illumination level: See Table 7600-16	
2-3 data ports for student use		Multilevel switching	
Electronic white board		Clock	
Clock/PA		Central sound system	
1 wireless		<u>Electronic Safety and Security:</u>	Div. 28
<u>Miscellaneous:</u>		Life safety devices per code	
M1 Projection device on cart or Interactive board/table (hung at student height in primary rooms)			
M3 2 computers for student use (supplement with mobile computing devices)			
M4 Computer for teacher use			

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

**COMMONS ACTIVITY AREAS****E-ACA-3****CAPACITY:**

- 4-25 students
- 1-2 teachers

**SIZE:**

- 400 SF

**ANCILLARY SPACES:**

- Grades K-5 Classroom

**GOAL:**

- To provide flexible, shared learning support space for various group sizes and activities

**PROGRAM ACTIVITIES:**

- Small group learning centers
- Story telling
- Team activities
- Individual activities

**SPATIAL RELATIONSHIPS:**

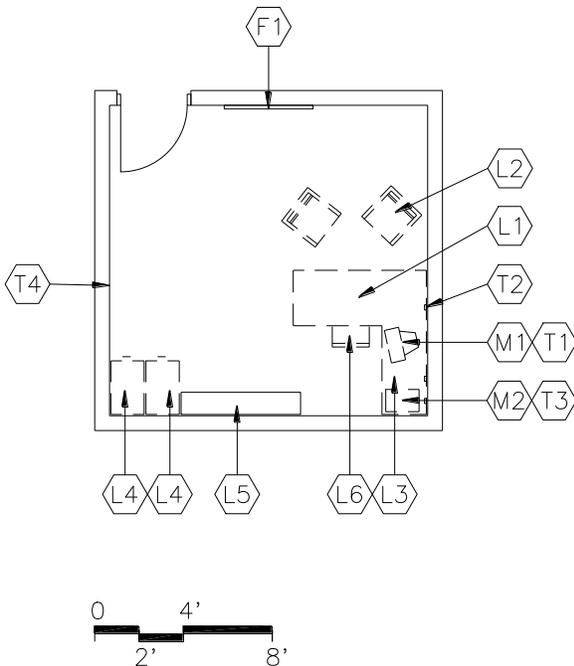
- Provided for grades K-5
- Located within classroom clusters

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 40  
Ceiling minimum: CAC 35
- Coordinate commons finishes and loose furnishings with corridors
- Coordinate plumbing/HVAC/electrical/technology needs with building's overall technology plan
- Provide borrowed lites for visual supervision from adjacent areas

ALL OFFICES

M-AC-10



CAPACITY:

- Counselors
- Students and parents
- Staff
- Psychologists
- Social workers

SIZE:

- 80-150 SF

GOAL:

- To provide counseling and other student support services that are easily accessible to students, parents, staff, and the community

PROGRAM ACTIVITIES:

- Counseling for parents and students
- Administrative paperwork
- Environment and orientation of new students
- Office space for itinerant staff

GOAL:

- To provide counseling and other student support services that are easily accessible to students, parents, staff, and the community

PROGRAM ACTIVITIES:

- Counseling for parents and students
- Administrative paperwork
- Environment and orientation of new students
- Office space for itinerant staff

SPATIAL RELATIONSHIP:

- Within Academic Core areas

ENVIRONMENTAL CONSIDERATIONS:

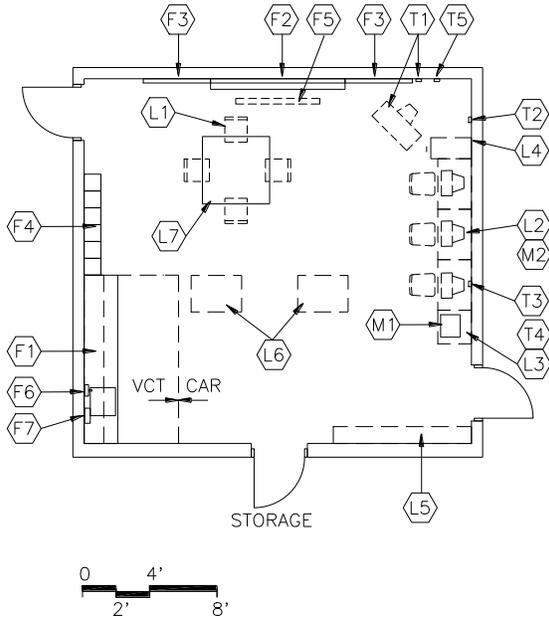
- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Windows to provide natural light, desirable
- Auditory privacy

Finishes <sup>1</sup> :	<u>Ref.#</u>
Flooring:	
Rubber tile	096516
Base:	
Resilient base	096519
Ceiling:	
Suspended, acoustical	095113
Walls:	
Painted gypsum wallboard over metal studs	092116/ 099123

Loose Furnishings:

- L1 Desk and chair
- L2 Visitor chairs
- L3 Small table (optional)
- L4 Four-drawer file cabinet
- L5 Adjustable height bookshelves (12 LF)

**SPEECH / OCCUPATIONAL / PHYSICAL THERAPY**



- CAPACITY:**
- Up to 3 students
  - Up to 2 staff
- SIZE:**
- 450 SF

**GOAL:**

- To provide private functional mobility training for students

**PROGRAM ACTIVITIES:**

- Speech therapy
- Exercise
- Assistive technology evaluation
- Occupational and Physical Therapy

**SPATIAL RELATIONSHIPS:**

- Near Academic Core Classrooms
- Near Special Needs Classrooms
- Adjacent and access to Speech Occupational/Physical Therapy Storage

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Wheelchair accessibility
- Reinforce structure to support equipment such as a trapeze
- Windows to provide natural light, desirable; provide treatment to darken if windows are provided
- Auditory privacy

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**SPEECH / OCCUPATIONAL / PHYSICAL THERAPY**

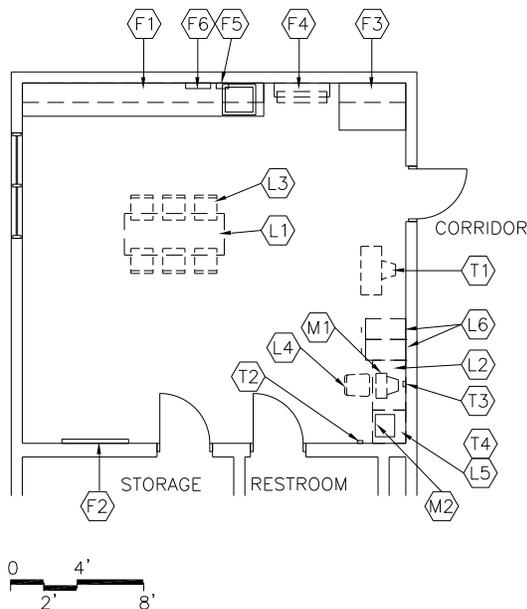
<u>Finishes<sup>1</sup>:</u>	Spec. Ref.#	<u>Features<sup>1</sup>:</u>	Spec. Ref.#
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Casework: Wall/base cabinets with shelving	123200
<u>Base:</u>		F2 Marker board (8 LF)	101100
Resilient base	096519	F3 Tack board (8 LF)	101100
<u>Ceiling:</u>		F5 Manual projection screen	115213
Suspended, acoustical	095113	F6 Soap dispenser	102800
<u>Walls:</u>		F7 Towel dispenser	102800
Painted concrete masonry units 042000 / 099123		<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
L1 4 chairs		Plumbing connections	
L2 1 computer workstation furniture		Sink with drinking fountain	
L3 Printer table		<u>HVAC:</u> Div. 23	
L4 Four-drawer file cabinet		Supply/return air system	
L5 Adjustable height bookshelves (12 LF)		<u>Electrical:</u> Div. 26	
L6 Therapy equipment		Duplex receptacles: 2 per wall	
L7 Work table		TVSS protected quad receptacle adjacent to each data and video port	
<u>Communications:</u>	Div. 27	Multilevel switching	
T2 Voice port and phone		Clock	
T3 data port near workstations		Central sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

**WORKROOM/TEACHER COLLABORATION**

**E-ACA-12**



**CAPACITY:**

- Teachers
- Teachers' assistants
- Volunteers

**ANCILLARY SPACES:**

- Staff Restroom
- Storage

**GOALS:**

- To provide a space where adults can meet for committee work
- To provide a space where teachers can perform administrative work
- To provide a space for storage of grade-level materials

**PROGRAM ACTIVITIES:**

- Team staff meetings
- Lesson planning and grading
- Scheduling appointments
- Record keeping
- Develop and review teacher materials

**Miscellaneous:**

- M2 Networked Printer (all classrooms will print to a workroom location)
- Photocopy machine

**SPATIAL RELATIONSHIPS:**

- Near Academic Core classrooms
- This area should be divided among the different floor levels
- Access to Staff Restroom(s) from within Workroom/Teacher Office

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Window to provide natural light, desirable

**Finishes<sup>1</sup>:**

	<u>Ref.#</u>
Flooring: Rubber tile flooring	096519
Base: Resilient base	096519
Ceiling:	
Suspended, acoustical	095113
Walls:	
Painted concrete masonry units	042000/099123

**Loose Furnishings:**

L1	Table
L2	Computer workstation furniture
L3	6-8 task chairs
L5	Printer table

**Communications:**

	Div. 27
T1	Video port, monitor, and brackets
T2	Voice port and phone
T3	Data port near workstation
T4	Data port at printer

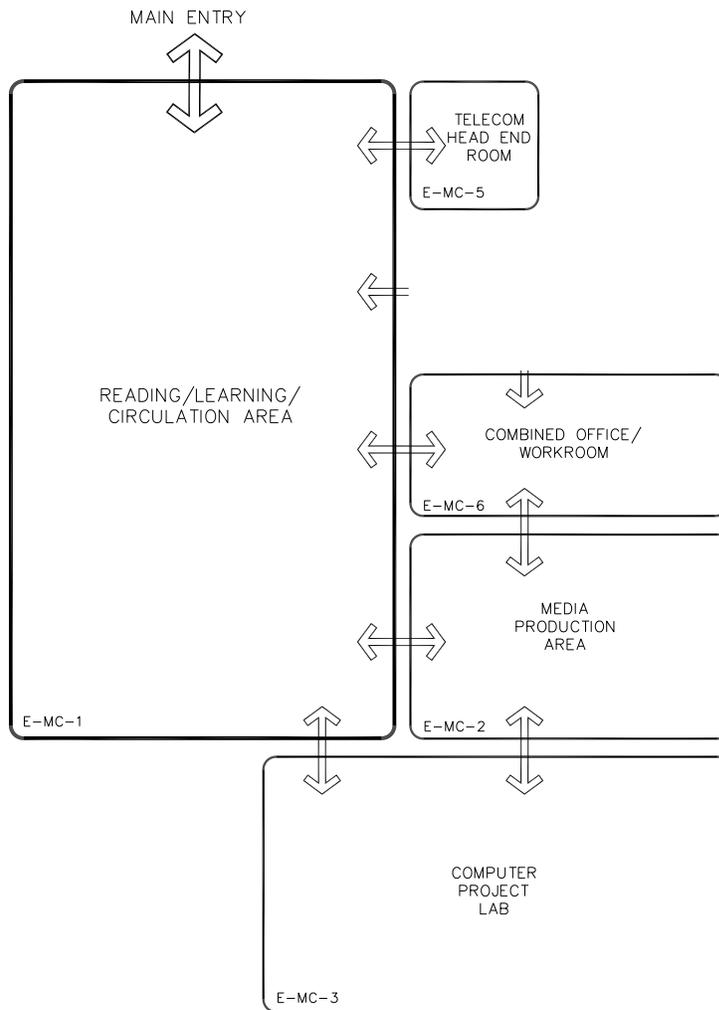
**Features<sup>1</sup>:**

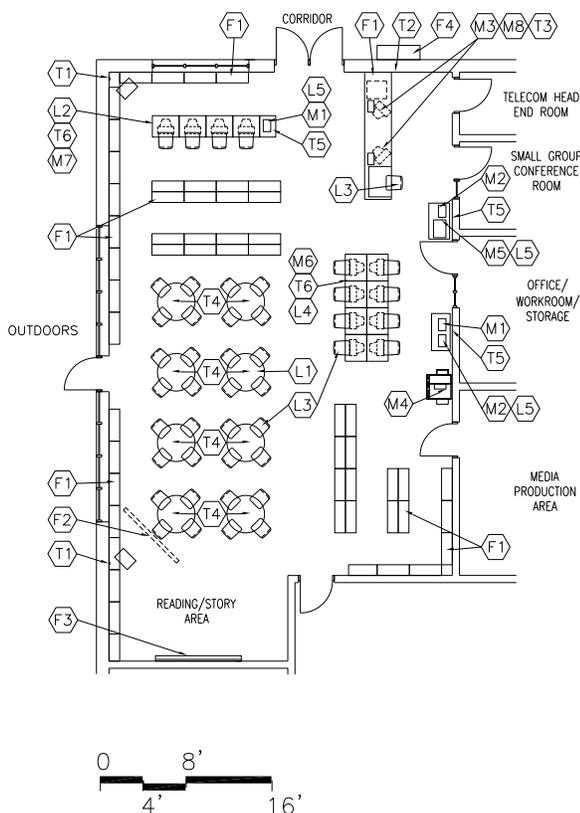
	Spec.	<u>Ref.#</u>
<b>Fixed Equipment:</b>		
F1	Casework: Base cabinets (w/sink) Wall cabinets/shelving	123200
F2	Tack board (4 LF)	101100
F3	Casework: Deep storage for poster board	123200
F4	Towel dispenser	102800
F5	Soap dispenser	102800

**MEDIA CENTER**

Spaces	Qty.	S.F.	Total	Comments
Reading/Learning/Circulation	1	1,800	1,800	
Computer Project Lab	1	900	900	Laptop lab with movable wall into reading room (flexible seating for 25 – see staff for layout)
Office/Workroom	1	250	250	
Storage	1	100	100	
Telecom Head End Room	1	200	200	
<b>Total</b>			<b>3,250</b>	

**Comments:** Spaces within the Media suite may vary up to 15% and may be combined to facilitate circulation and supervision. The overall square footage may be + or – 15%.



**READING / LEARNING / CIRCULATION AREA****E-MC-1****CAPACITY:**

- 50 students
- 2 teachers
- 1 media specialist
- Community patrons after school hours

**GOAL:**

- To provide students, staff and community with access to information and quiet study areas
- To provide a place for on-line testing

**PROGRAM ACTIVITIES:**

- Independent Reading
- Circulation of materials and resources including online catalogs
- Large group and small group instruction
- Provide meeting areas
- Research
- Dramatic reading and storytelling

**SPATIAL RELATIONSHIPS:**

- Three activity areas:
  - Storytelling area (steps or sunken area if feasible)
  - Interactive and small group areas with interactive board
  - Relaxed reading area with comfortable seating options
- Information desk with book drop-off located close to entrance and near office/workroom
- Locate standing card catalog station next to information desk
- Good sight lines to all ancillary spaces
- Permanent stacks on the periphery with some short shelving to divide activity areas
- Mobility for all free standing furniture including book shelves

**ENVIRONMENTAL CONSIDERATIONS:**

- Recessed floor (data and duplex) outlets in floor at tables
- Adequate ventilation
- Lighting appropriate to task with switches to dim separate zones of Media Center
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Electrical outlets at entrance for future security system
- Electrical outlets at all column locations
- Windows to provide natural light
- Security of school when center is in use after school hours
- Ceiling height in proportion to room dimensions
- Open flow for traffic in reference/professional/periodical areas
- Electrical outlets in toe space of wall shelving
- Window treatment to darken room for AV presentation

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Freestanding book stacks shall be 42" high. Book stacks against the wall may be 60" to 84" high. Coordinate with other equipment and windows.

**READING / LEARNING / CIRCULATION AREA****E-MC-1**

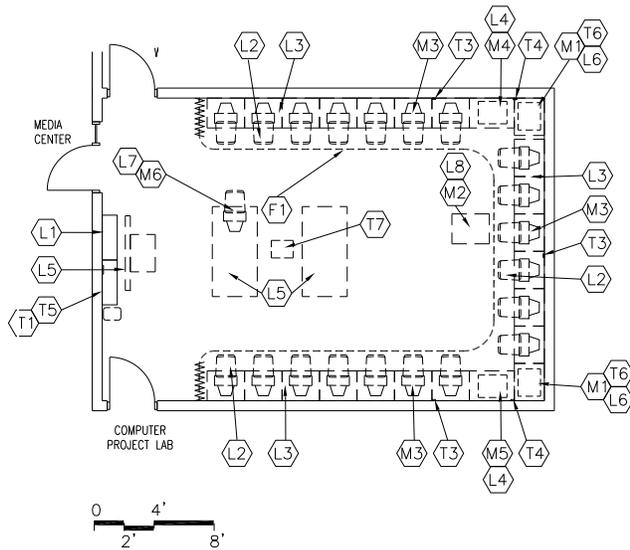
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Library casework (see furniture standards) for 1,000 linear ft. per 15,000 vol.	
Base:		F2 Motorized projection screen	115213
Resilient base	096519	F3 Marker board (8 LF)	101100
Ceiling:		F4 Display cases	123559
Suspended, acoustical	095113	<u>Fire Suppression:</u>	Div. 21
Walls:		Fire suppression system	
Painted concrete masonry units		<u>Plumbing:</u>	
042000 / 099123		N/A	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
L1 8, four-person tables (different heights)		Supply/return air system	
L2 Automated card catalog stations		Independent temperature control	
L3 42 chairs (different heights)		<u>Electrical:</u>	Div. 26
L4 10 research stations		Duplex receptacles	
L5 Printer table		TVSS protected quad receptacle	
Soft seating for 8		adjacent to each data and	
Low book shelving on casters		video port	
<u>Miscellaneous:</u>		Single-level switching	
M1 Black and white printer		Fluorescent lighting	
M3 Bar code reader		Illumination level: See Table 7600-16	
M4 Photocopy machine		Means of egress lighting per code	
M5 Digital scanner		Central sound system	
M6 10 computers for student use		Floor boxes (electrical/data) throughout	
M7 2 computers for reference		reading room for flexible loose	
M8 Computer for staff use		furnishings layout	
		<u>Communications:</u>	Div. 27
		T1 Video port	
		T2 Voice port and phone	
		T3 2 data ports at circulation desk	
		T4 10 data ports for student use	
		T5 Data ports for printer	
		T6 Data port for automated data card cat	
		Cable/MATV port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**COMPUTER LAB**

**E-MC-2**



**GOAL:**

- To provide a place for computer instruction
- To provide for on-line testing

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting with an appropriate visual comfort level
- Environmental sound control:  
 Wall minimum: STC 45  
 Ceiling minimum: CAC 40  
 Acoustically improved entry door
- Electrical outlets for equipment
- Near media center

**CAPACITY:**

- 24-26 students
- 2 teachers

**SIZE:**

- Varies, see table

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**COMPUTER LAB****E-MC-2**

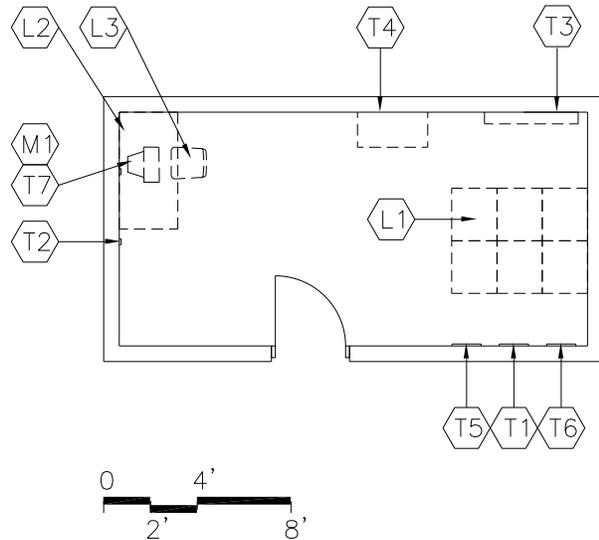
<u>Finishes</u> <sup>1</sup> :	Spec. Ref.#	<u>Features</u> <sup>1</sup> :	Spec. Ref.#
Flooring: Carpet	096816	Marker board (2 walls) 16 LF primary/8 LF secondary Tack board flanking marker boards Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF Teacher's wardrobe	
Base: Resilient base	096519		
Ceiling: Suspended, acoustical	095113	<u>Fire Suppression:</u> Fire suppression system	Div. 21
Walls: Painted concrete masonry units	042000 / 099123	<u>HVAC:</u> Div. 23 Supply/return air system Independent temperature control	
Windows/sidelites: Security glass	088000		
<u>Loose Furnishings:</u> L1 Adjustable height bookshelf (12 LF) L2 26 chairs (swivel) L3 26 computer tables L4 Printer tables L5 Work tables (optional) L6 Tables for scanners and other equipment L7 Teacher desk and chair 4 drawer file cabinet		<u>Electrical:</u> Div. 26 Duplex receptacles TVSS protected quad receptacle adjacent to each data port Multilevel switching Fluorescent lighting with parabolic lenses Central sound system	
<u>Miscellaneous:</u> M1 Digital scanners M3 26 computers for student use M4 Printer M6 Computer for teacher use		<u>Communications:</u> T2 Voice port and phone T3 15 data ports (minimum) for student use in raceway T4 Data ports for printer T6 Data ports for scanners Wireless ports	Div. 27
		<u>Electronic Safety and Security:</u> Life safety devices per code	Div. 28

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

TELECOM HEAD END ROOM/IT Office

E-MC-5



•

SIZE:

- 200 SF

Location to be determined

GOALS:

- To provide a secure area to serve as the information hub of the school. File servers will serve the building computer network
- To provide satellite up and down links that will send and receive voice, video, and data
- Location of cable TV input and output
- All areas of the school are to be wired to this area

PROGRAM ACTIVITIES:

- Voice, video, data reception, and distribution
- Security system location
- Network management
- Telephone wiring entry and distribution
- Cable and CCTV reception and broadcasting

SPATIAL RELATIONSHIPS:

- May also be located in the Administration Area
- Adjacent to and access to Reading/Learning/Circulation Area
- Could be accessed from workroom in lieu of Reading/Learning/Circulation Area
- Additional access from corridor

ENVIRONMENTAL CONSIDERATIONS:

- Adequate power supply will be required and auxiliary UPS power for back-up (Quality of power is important.)
- Dedicated electrical circuitry
- Air conditioning dedicated to this space
- Adequate ventilation
- Access to ceiling and walls for modification to systems and wiring
- Security of door

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.

**TELECOM HEAD END ROOM/IT Office**

**E-MC-5**

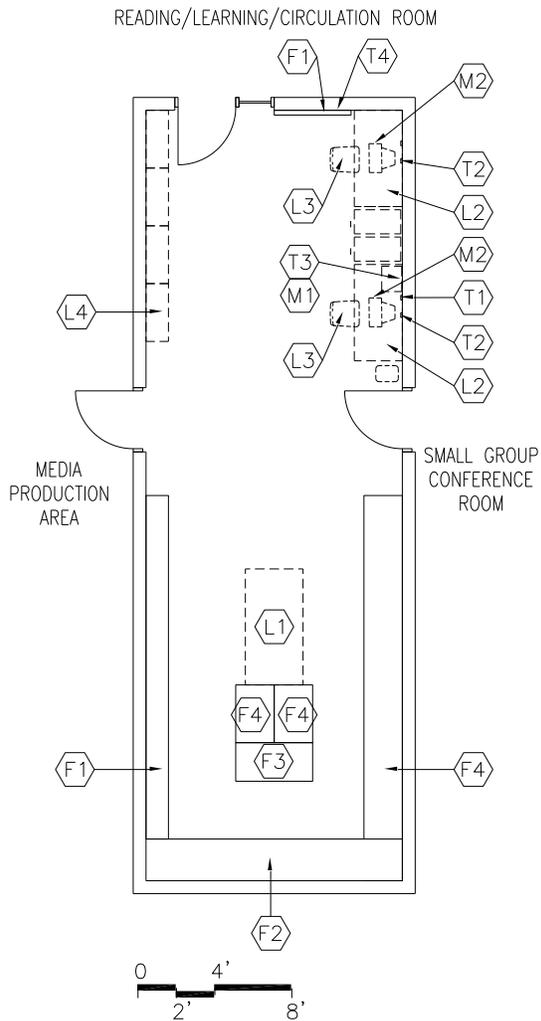
<u>Finishes<sup>1</sup>:</u>	Spec. Ref.#	<u>Features<sup>1</sup>:</u>	Spec. Ref.#
Flooring:		N/A	
Resilient tile flooring	096519	<u>Fire Suppression:</u>	Div. 21
Base:		Fire suppression system	
Resilient base	096519	<u>Plumbing:</u>	
Ceiling:		N/A	
Suspended, acoustical	095113	<u>HVAC:</u>	Div. 23
Walls:		Supply/return air system	
Painted concrete masonry units	042000 / 099123	Independent, packaged system	
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1    6-8 technology racks		Duplex receptacles	
L2    Workstation		Quad receptacles for electronic systems	
L3    Ergonomic task chair		Single-level switching	
File cabinet		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1    Data network system	
		T2    Voice port and phone	
		T3    Telephone switchgear	
		T4    Video network control	
		T5    Satellite dish connection	
		T6    Satellite/cable system controls	17430
		Access	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1    Computer	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

COMBINED OFFICE / WORKROOM

E-MC-6



CAPACITY:

- Media specialists

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Reading/Learning/Circulation Area (E-MC-1)

GOAL:

- To provide a less visible and secure space for processing incoming materials and storage of materials

PROGRAM ACTIVITIES:

- Storage of materials
- Storage of A/V materials and videotapes
- Scanning
- Digitizing

SPATIAL RELATIONSHIPS:

- Adjacent to and access to Reading/Learning/Circulation Area
- Adjacent to and access to Office
- Adjacent to and access to Media Production Area
- Located behind circulation desk and whole class zone

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Auditory privacy

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.

**COMBINED OFFICE / WORKROOM**

	Spec.		Spec.
<u>Finishes<sup>1</sup>:</u>	<u>Ref.#</u>	<u>Features<sup>1</sup>:</u>	<u>Ref.#</u>
Flooring:		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Storage shelving	105613
Base:		F2 Casework:	
Resilient base	096519	Tall cabinet (24" deep)	123200
Ceiling:		F3 Poster/map storage	123200
Suspended, acoustical	095113	F4 Casework:	
Walls:		Base cabinets with power	123200
Painted concrete masonry units	042000 / 099123	<u>Fire Suppression:</u>	Div. 21
<u>Loose Furnishings:</u>		Fire suppression system	
L1 Work table		<u>Plumbing:</u>	
L2 Computer workstation		Plumbing for sink	
L3 Chair		<u>HVAC:</u>	Div. 23
L4 Adjustable height bookshelves		Supply/return air system	Div. 15
L5 Four – drawer file cabinets		<u>Electrical:</u>	Div. 26
		Duplex receptacles	
		At casework island	
		TVSS protected quad receptacle	
		adjacent to each data port	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Printer	
		M2 2 computers	

NOTES:

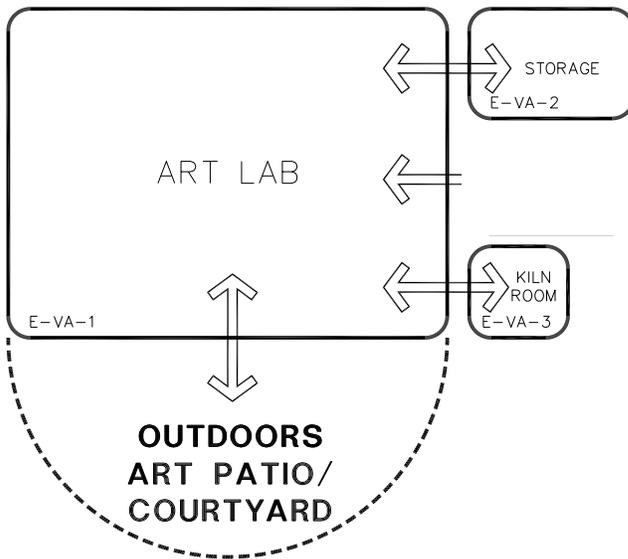
Finishes/Features: Refer to Chapter 8 for specification references.

**VISUAL AND PERFORMING ARTS AND ELECTIVE LABS**

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Visual Arts Lab	1	1000	1000	
Kiln Room	1	75	75	
Storage	1	125	125	
			0	
General Music Room	1	1000	1000	
Instrument storage	1	150	150	
Wet Lab	1	900	900	
Performance/Gathering space (existing tiered space)	1	2400	2400	Flat floor desirable with telescoping seating
<b>Total</b>			<b>5,650</b>	

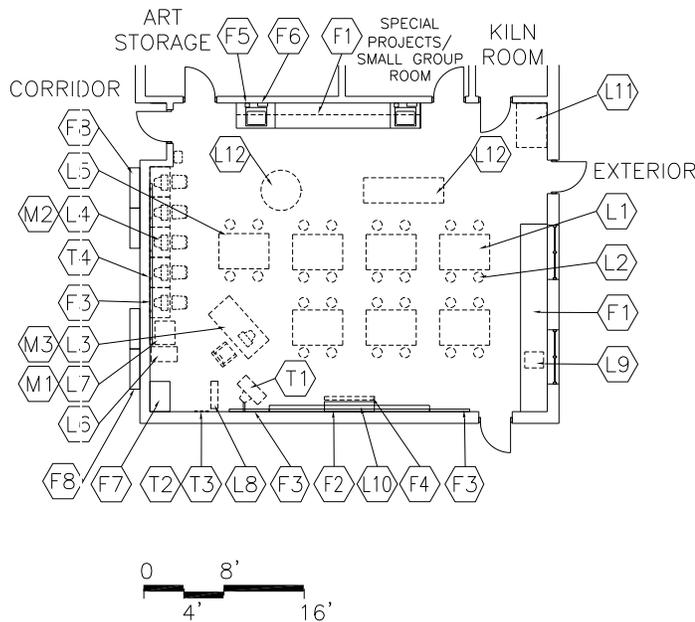
**Comments :** The overall total for the Instructional area may be + or – 15%.

**VISUAL ARTS SPATIAL RELATIONSHIPS**



## ART LAB

E-VA-1



## CAPACITY:

- 20-24 students
- 1 teacher
- Student teacher
- Parent volunteers
- Student volunteers

## SIZE:

- Varies, see table

## ANCILLARY SPACES:

- Kiln Room (E-VA-3)
- Art Storage (E-VA-2)

## SPATIAL RELATIONSHIPS:

- Centrally located with convenient access to Core Academic classrooms
- Direct access to art patio – with overhang
- Adjacent and access to Kiln Room

## GOALS:

- To provide an area for students to work on a variety of art projects and to have positive experiences, which include developing confidence, commitment, and a sense of accomplishment
- To explore the manipulation of a variety of materials
- To develop technical and expressive skills
- To become aware of and be able to articulate thoughts about art and its reflection of other societies, cultures, and times
- To provide clean, adequate space in which to store art supplies and student projects

## PROGRAM ACTIVITIES:

- Drawing, painting, and print making
- Sculpture, model-making, collage, and assembly
- Ceramics-clay (age appropriate)
- Computer graphics and mixed media work
- Guest artist lectures
- Demonstrations
- Viewing prints/slides/movies/art videos
- Research, reading, and writing
- Individual and cooperative group work
- Storage of supplies, projects, and small equipment

## ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/track and display lighting
- Windows to provide natural light and egress, preferably northern exposure
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Include outlets on the wall above counter spaces in raceway
- Electrical outlets for equipment
- Provide one ceiling hung, retractable electrical outlet
- Window treatment to darken room for AV presentation as required

## NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.

## ART LAB

## E-VA-1

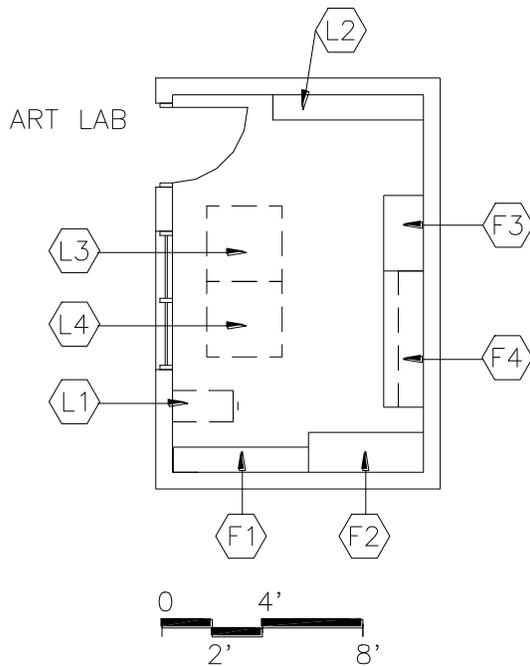
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Quartz tile	096618	F1 Casework:	
Base:		30" high base/wall cabinets near	
Resilient base	096519	sinks	123200
Ceiling (12' high minimum to underside of		Paper storage cabinets	
deck):		F2 Marker board	101100
Exposed structure, painted	099123	16 LF primary	
with acoustical treatment	098400	F5 Tack board flanking marker board	
Walls:		Plus two (2) parallel rows of	
Painted concrete masonry units or dry wall		continuous tack strips on all available	
One tackable wall	042000 / 099123	walls (4 LF or longer) at 30" and 48"	
		AFF	
<u>Loose Furnishings:</u>		F6 Manual projection screen (60"X60")	115213 <sup>3</sup>
L1 Art tables for 26 students (discuss with		F5 Soap dispenser (at each sink)	102800
staff)		F6 Towel dispenser (at each sink)	102800
L2 26 Student stools		F7 Casework: Wardrobe	123200
L3 Teacher workstation and chair		F8 Display cases	
L4 2 computer (laptops) tables and chairs			
L6 1, four-drawer file cabinet		<u>Plumbing:</u>	Div. 22
L10 Adjustable height shelves (24 LF) for		Sinks with solids interceptor	
drying 3D objects		2 large, deep sinks 6' apart	
L11 Drying rack (40-80 slats)		Plumbing connections	
Flat storage (10 drawers)		<u>HVAC:</u>	Div. 23
<u>Communications:</u>	Div. 27	Supply/return air system	
Single point 'face plate' near teachers work		Independent temperature control	
station to include:		Manually controlled general exhaust	
Voice, data, VGA , audio enhancement,		<u>Electrical:</u> Div. 26	
and HDMI		Duplex receptacles	
Additional ports:		3 per primary teaching wall	
Printer		At least 2 per other walls	
3 data ports for student use		TVSS protected quad receptacle	
Electronic white board		adjacent to each data port	
Clock/PA		Multilevel switching	
2 wireless		Fluorescent lighting	
<u>Miscellaneous:</u>		Illumination level: See Table 7600-16	
M1 Interactive white board	Div. 27	Clock	
M2 2-3 computers for student use		Central sound system	
M3 Computer for teacher use		Display/track lighting	
Audio enhancement equipment			
Document camera			

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**ART STORAGE**

**E-VA-2**



**GOAL:**

- To provide lockable storage for art supplies, portable equipment, technology, peripherals, and materials

**PROGRAM ACTIVITIES:**

- Storage of equipment and supplies

**SPATIAL RELATIONSHIPS:**

- Direct access to Art Lab
- Visual access from Art Lab

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Electrical outlets for equipment

**CAPACITY:**

- 1 teacher

**SIZE:**

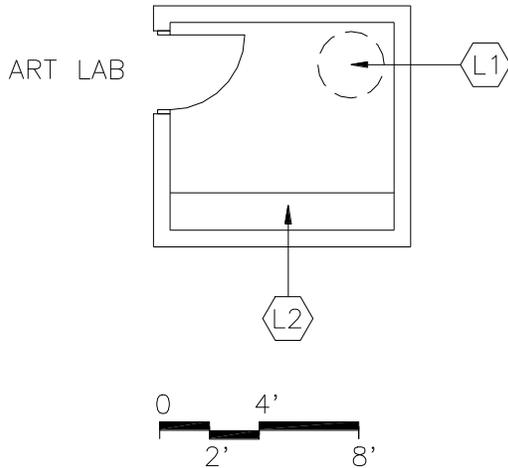
- 150 SF

**ANCILLARY SPACES:**

- Art Lab (E-VA-1)

**KILN ROOM**

**E-VA-3**



**CAPACITY:**

- 1-2 persons

**SIZE:**

- 100 SF

**ANCILLARY SPACES:**

- Art Lab (E-VA-1)

**GOALS:**

- To provide an area properly equipped for ceramics
- To provide a space to fire and store completed art work

**PROGRAM ACTIVITIES:**

- Store 3D sculptural work
- House kiln equipment

**SPATIAL RELATIONSHIPS:**

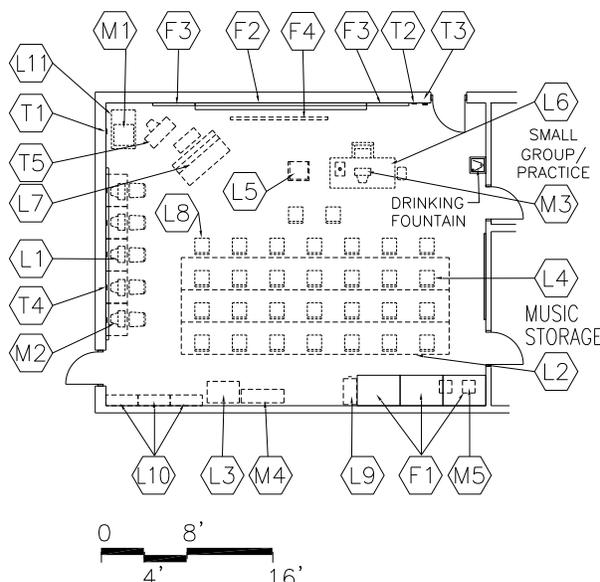
- Adjacent and access to Art Lab

**ENVIRONMENTAL CONSIDERATIONS:**

- Ventilation controlled by a thermostat
- Adequate ventilation with vents to the outside for kiln
- Electrical outlets for equipment
- Lighting appropriate to task
- Consider safety in plumbing room layout

**GENERAL MUSIC ROOM**

**E-MU-1**



**CAPACITY:**

- 20-24 music students
- 1 teacher
- Parents/volunteers

**ANCILLARY SPACES:**

- Music Storage (E-MU-2)

**GOAL:**

- To provide students with the opportunity develop skills in music through large group, ensemble, and solo experiences

**PROGRAM ACTIVITIES:**

- Listen, analyze and describe music
- Choral, speech, theatrics

**Miscellaneous:**

M1	Projection device on cart	Div. 27
M2	2 computers for student use	
M3	Computer teacher use	
M4	MIDI synthesizer	
M5	A/V recording/playback equipment	

**Finishes<sup>1</sup>:**

	Ref.#
Flooring: Carpet	096816
Base: Resilient base	096519
Ceiling(10' high minimum): Suspended, acoustical	095113
Walls: Painted concrete masonry units	

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting/Theatrical lighting
- Environmental sound control:  
Wall minimum: STC 50  
Ceiling minimum: CAC 35
- Sound insulation in walls (extended above ceiling to underside of deck)
- Acoustical wall treatments
- Electrical outlets for equipment
- Adequate ventilation
- Drinking fountain in or adjacent classroom

**Loose Furnishings:**

- L1 2 computer workstations and chairs
- L2 Portable choral risers with rails
- L3 Mobile A/V cabinet
- L4 27 music posture chairs
- L5 Conductor podium, chair and stand
- L6 Teacher desk and chair
- L7 Upright piano
- L9 Four-drawer file cabinet
- L10 Adjustable height bookshelves (24LF)  
Instrument storage (varied sizes)
- L11 Multimedia cart for teacher use

**Communications:**

Div. 27

Single point 'face plate' near teachers work station to include:

Voice, data, VGA, audio enhancement, and HDMI

**Additional ports:**

Printer  
3-5 data ports for student use  
Electronic white board  
Clock/PA  
2 wireless

**Features<sup>1</sup>:**

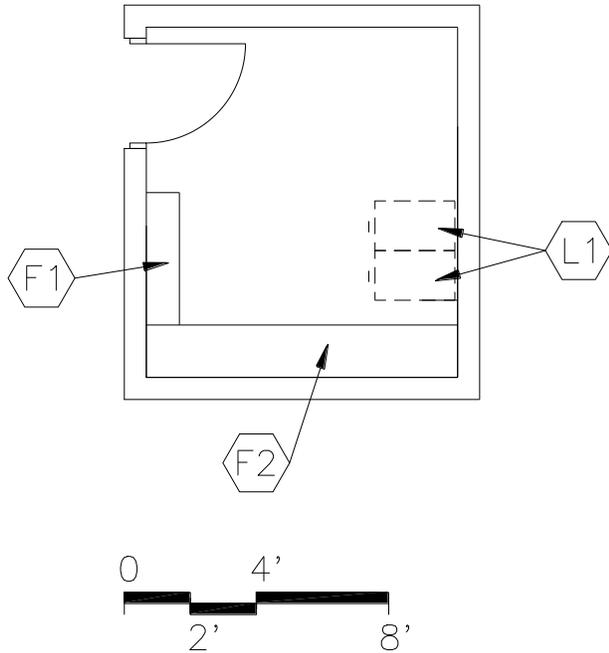
Spec.

Ref.#

<b>Fixed Equipment:</b>	
F1 Casework: Paper storage cabinets	123200
F2 Marker board (16 LF) 1/2 with music staff bars	101100
F3 Tack board	101100
F4 Manual projection screen	115213
F5 Casework: Wardrobe	123200
F6 Casework: Sink cabinet	123200

**GENERAL MUSIC STORAGE**

**E-MU-2**



**CAPACITY:**

- Students
- Teachers

**SIZE:**

- 150 SF

**ANCILLARY SPACES:**

- General Music Room (E-MU-1)

**GOAL:**

- To provide adequate storage for accessories, and instruments

**PROGRAM ACTIVITIES:**

- Storage and simple repair of accessories and instruments

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to General Music Room

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Electrical outlets

**GENERAL MUSIC STORAGE**

**E-MU-2**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Storage shelving:	
		12" deep	105613
Base:		F2 Instrument storage (see furniture standards)	
Resilient base	096519		
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
Walls:		<u>HVAC:</u>	Div. 23
Painted concrete masonry units	042000 / 099123	Supply/return air system	
		<u>Electrical:</u>	Div. 26
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	

**PROJECT LAB / WET LAB**

**E-ACA-14**

	Spec. Ref.#		
<p><b>CAPACITY:</b></p> <ul style="list-style-type: none"> <li>• 20-24 students</li> <li>• 1-2 staff</li> </ul> <p><b>SIZE:</b></p> <ul style="list-style-type: none"> <li>• 900 SF</li> </ul> <p><b>GOAL:</b></p> <ul style="list-style-type: none"> <li>• To provide a place for students learn about natural and biological science</li> </ul> <p><b>PROGRAM ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Plant and animal centers</li> <li>• Student projects</li> <li>• Cooperative learning groups</li> <li>• Student display</li> </ul> <p><b>ENVIRONMENTAL CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• Uniform lighting</li> <li>• Windows to provide natural light and egress</li> <li>• Window treatment to darken room for AV presentation</li> <li>• Proportion classroom for effective viewing and listening from all areas of the classroom</li> </ul>		<p><u>Features<sup>1</sup>:</u></p> <p>Fixed Equipment:</p> <p>F1 Casework: Base/wall cabinets and shelving (attention to height constraints); acid resistant countertops</p> <p>F3 Casework: Wall shelving (24 LF- H 30-32")</p> <p>F4 Marker board (2 walls) 16 LF primary/8 LF secondary</p> <p>F5 Tack board flanking marker boards Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF</p> <p>F6 Manual projection screen (60"X60")</p> <p>F8 Casework: Wardrobe</p> <p><u>Plumbing:</u> Div. 22 Plumbing connections 3-4 peripheral sinks, single/deep bowl with solids interceptors</p> <p><u>Electrical:</u> Div. 26 Duplex receptacles- 3 per primary teaching wall At least 2 per other walls Duplex outlets above countertop Multilevel switching Clock</p> <p>Communications per regular classroom</p> <p><u>Loose Furnishings:</u></p> <p>L1 12 two-person science tables with acid resistant surfaces</p> <p>L2 24-30 chairs</p> <p>L3 2-3 computer workstation furniture</p> <p>L5 Teacher desk and chair</p> <p>L8 Four-drawer file cabinet</p> <p>L9 Adjustable bookshelves (24 LF)</p>	
<p><u>Finishes:</u></p> <p>Flooring: Quartz tile</p> <p>Base: Resilient base</p> <p>Ceiling (9' high minimum): Suspended, acoustical</p> <p>Walls: Painted concrete masonry units or dry wall</p>	<p>Spec. Ref.#</p> <p>096618</p> <p>096519</p> <p>095113</p> <p>042000/ 099123</p>		

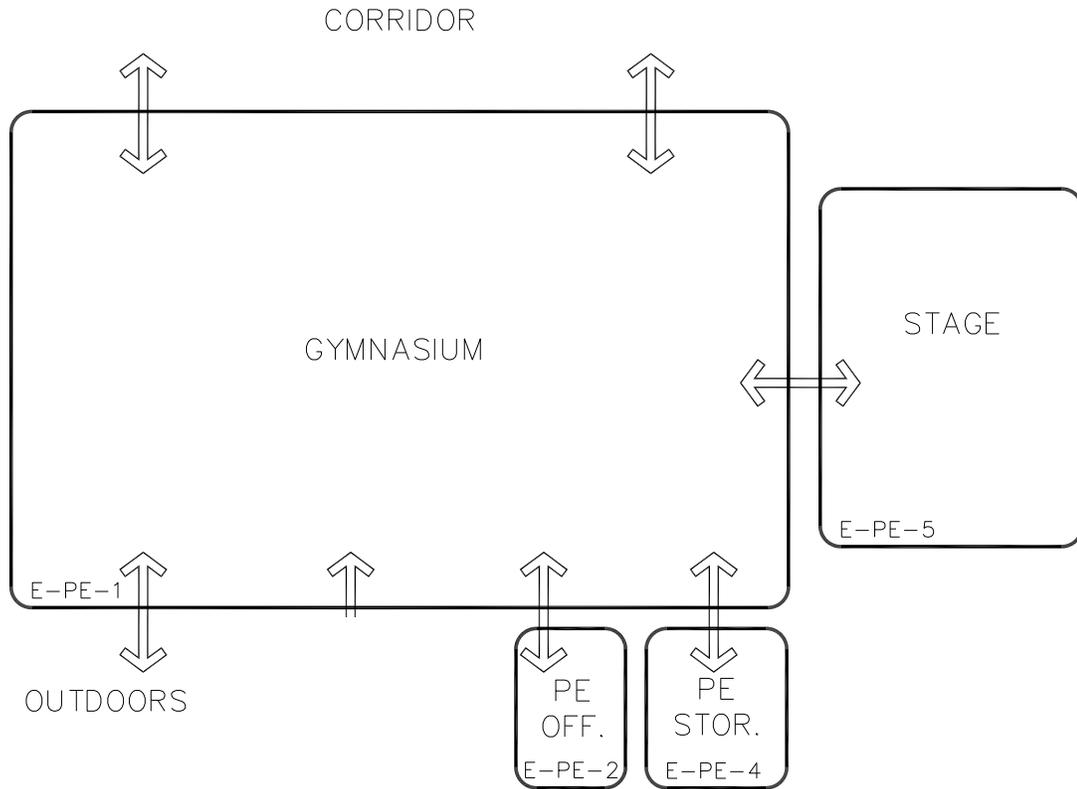
**NOTES:**

1. Casework countertop at sink wall(s) shall be 30" deep with a 6" plumbing chase for services. No plumbing shall be in exterior wall

**PHYSICAL EDUCATION**

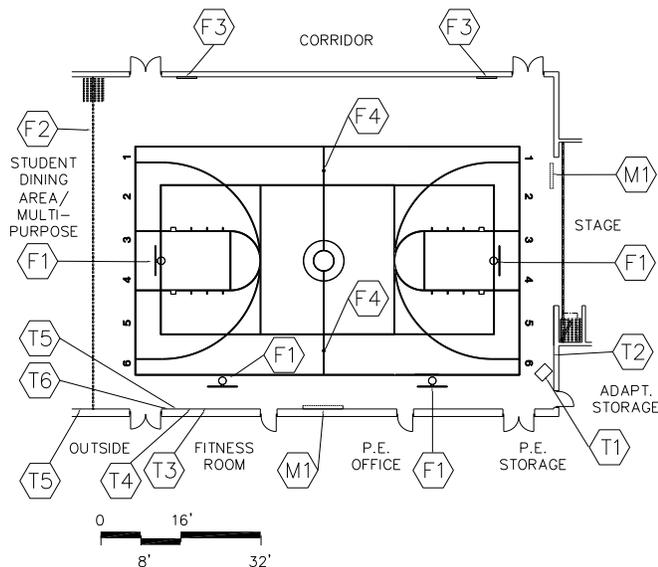
Spaces	Qty.	S.F.	Total	Comments
Assembly/PE Space or DPR Gymnasium	1	3,600	3,600	6,500 SF
Office	2	150	300	
Storage	3	200	600	PE teacher and DPR
Stage	1	850	850	Location TBD
<b>Total</b>			<b>5,350</b>	

**Comments:**



## ASSEMBLY/PE SPACE

E-PE-1



## CAPACITY:

- 24-50 students per class
- Teacher
- Parents and community members for meetings

## ANCILLARY SPACES:

- P.E. Office (E-PE-2)
- P.E. Storage (E-PE-4)
- Student storage in lobby adjacent to PE area

## GOALS:

- To provide space for P.E. classes to meet
- To provide space for students to present performances

## PROGRAM ACTIVITIES:

- Athletic skills and leader games
- Adaptive physical education
- Student assemblies and programs
- Lectures/Teaching
- Community use

## SPATIAL RELATIONSHIPS:

- Near public restrooms, with easy access
- Access to outdoor physical education play areas
- Near visitor parking
- Located with easy access to rest of school, but must be able to close off area for security during evening activities
- Adjacent and access to P.E. Office
- Adjacent and access to P.E. Storage

## ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 50
- Adequate sound control/acoustics
- Clear height of 20' from floor to nearest obstruction
- Electrical outlets for equipment
- Drinking fountain in adjacent area
- Structure, lighting, and ducts designed not to trap P.E. balls
- Ceiling heights should be proportional to room volume

## NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. This size space will accommodate 1/2 basketball court

**ASSEMBLY/PE SPACE**

**E-PE-1**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> <sup>1</sup> :		<u>Features</u> <sup>1</sup> :	
Flooring:		Fixed Equipment:	
Wood strip flooring for athletic applications or Resilient athletic flooring	096466 096566	F1 Basketball backstops, adjustable height (ceiling hung)	116600
Base:		F2 Curtain to divide in half White board in two locations with electrical outlet	102226
Vented resilient base	096466		
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Painted exposed structure on acoustical deck	099923	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units	042000 + 099123	Drinking fountain in lobby (two heights)	
Acoustical wall treatment	098400		
And/or sound absorbing concrete masonry units	042000	<u>HVAC:</u> Div. 23	
		Supply/return air system	
<u>Communications:</u>	Div. 27	Independent temperature control	
T1 Video/cable/MATV port			
T2 Voice port and phone		<u>Electrical:</u> Div. 26	
T3 Microphone port		Duplex receptacles	
T4 Intercom		Electrical connections to P.E. equipment where necessary	
T5 Outside microphone ports/portable System (wireless mics)		Single-level switching	
T6 Data port		High intensity discharge lighting	
Jacks for sound system		Illumination level: See Table 7600-16	
		Means of egress lighting per code	
<u>Electronic Safety and Security:</u>	Div. 28	Clock	
Life safety devices per code		Central sound system	
		Gymnasium sound system	
		Provide wire guards on light fixtures and electrical devices	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**P.E./DPR OFFICE**

**E-PE-2**

**CAPACITY:**

- 1-2 teachers
- Student teachers

**SIZE:**

- 250 SF

**GOAL:**

- To provide a work area for physical education faculty and staff to conduct administrative duties

**PROGRAM ACTIVITIES:**

- Ordering
- Scheduling
- Planning
- Maintaining records
- Meetings

**SPATIAL RELATIONSHIP:**

- Adjacent and access to Gymnasium
- Near restrooms

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light, desirable
- Auditory privacy

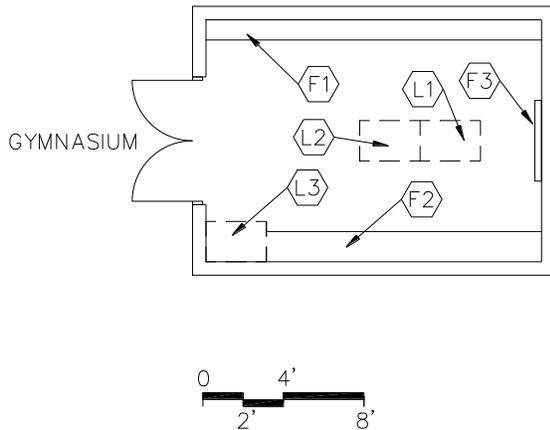
**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.



**P.E. AND CHAIR STORAGE**

**E-PE-4**



**GOAL:**

- To provide convenient storage for all physical education equipment

**PROGRAM ACTIVITIES:**

- Storage for PE
- Storage for DPR equipment
- Storage for chairs

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Assembly/PE

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Leave space below shelving on one wall for portable bins

**CAPACITY:**

- 1-2 teachers
- Student teachers

**SIZE:**

- Varies, see table

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

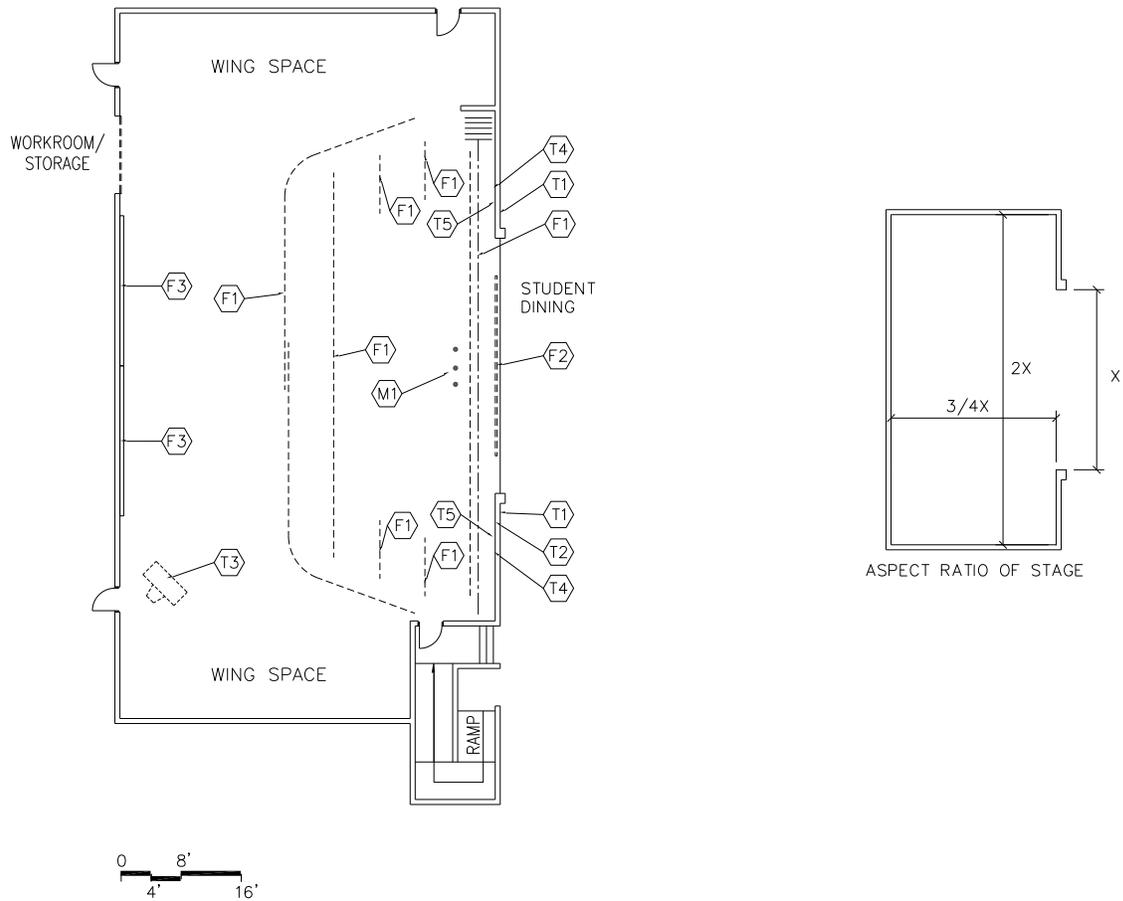
**P.E. AND STORAGE**  
**E-PE-4**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Storage shelving: 12" deep	105613
Base:		F2 Storage shelving: 18" deep	105613
Resilient base	096519	F3 Pegboard (4 LF)	101100
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Exposed structure, painted	099123	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units	042000 / 099123	N/A	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
L1 Tumbling mats		Supply/return air system	
L2 Ball bins		<u>Electrical:</u>	Div. 26
L3 Play equipment		Duplex receptacles	
Folding chairs and dollies		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

**STAGE**



**CAPACITY:**

- Students
- Teachers
- Parents/volunteers
- Members of the community

**GOAL:**

- To provide a space for student performances and assemblies

**PROGRAM ACTIVITIES:**

- Theatrical/musical productions
- Conferences, student assemblies, and award programs

**SPATIAL RELATIONSHIPS:**

- Near music classrooms

**ENVIRONMENTAL CONSIDERATIONS:**

- Environmental sound control  
Wall minimum: STC 56  
Roof minimum: STC 40
- Provide sufficient wings space for productions
- Specialty track lighting for Stage

**NOTES:**

**STAGE**

<u>Finishes<sup>1</sup>:</u>	Spec. Ref.#	<u>Features:</u>	Spec. Ref.#
Flooring:		<u>Fixed Equipment:</u>	
Wood flooring <sup>2</sup>	096466	F1 Theater and stage equipment	116143
		F2 Motorized projection screen	115213
Base:		<u>Fire Suppression:</u>	Div. 21
Ventilated resilient base	096466	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Painted exposed structure	099123	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted concrete masonry units                      042000 / 099123		Supply/return air system	
		Independent temperature control	
		<u>Electrical:</u>	Div. 26
		Duplex receptacles	
		12" o.c. on back and wing walls	
		3 duplex outlets in apron at front of stage	
		TVSS protected quad receptacle adjacent to each data port	
		Single-level switching	
		General purpose lighting	
		Stage dimming system	
		House lighting	
		Illumination levels: See table 7600-16	
		Clock	
		Auditorium sound system	
		Provide outlet in apron at front of stage	
		<u>Communications:</u>	Div. 27
		T1 2 data ports on stage	
		T2 Voice port and telephone	
		T4 Microphone port	
		T5 Jacks for sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Provide hardwood on forestage and extend into stage at width of proscenium by 10'-20' deep.

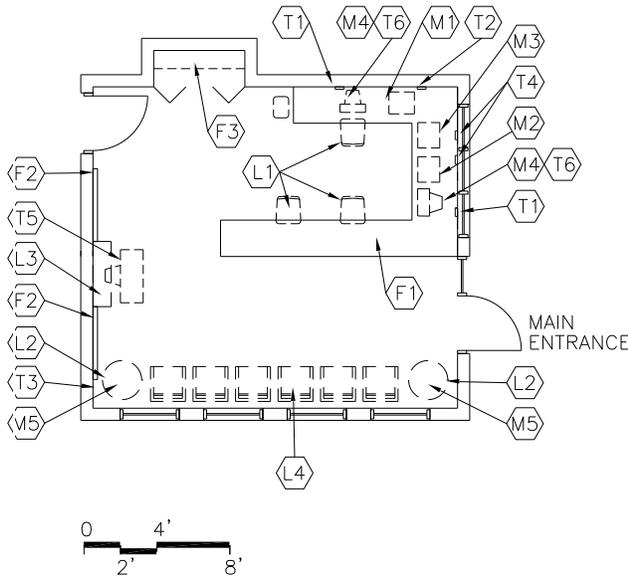
## ADMINISTRATION

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Lobby/Gathering area	1	300	300	
Welcome Center	1	350	350	Welcoming Area, Work area for Administrative Asst.
Security Area w/ locking storage	1	75	75	In lobby
Conference Room	1	200	200	
Principal and AP, Business Offices	4	120-180	600	See staff for locations
Administrative Workroom/mailroom	1	200	200	
Records Room	1	120	120	Needs to be a secure space.
Toilet	1	50	50	
Student Services (Counselor)	1	150	150	
<b>Health Suite</b>			0	
Office	1	100	100	
Treatment Area/waiting	1	180	180	
Cots	1	150	150	
Storage	1	25	25	
Toilet	1	50	50	
Staff Lounge	1	400	400	Includes staff toilet with shower.
Partner and after school Offices/storage	3	250	750	
Parent/Teacher resource center	1	600	600	
<b>Total</b>			<b>4300</b>	

**Comments:** The overall total for the administration area may be + or – 15%. Some areas may be combined to facilitate circulation. Some areas (\*) may be located outside of the suite to make the best use of the existing building.

WELCOME CENTER

E-AD-1



GOAL:

- To provide a space designed to help students and the public feel welcome and to provide easily accessed information

PROGRAM ACTIVITIES:

- Greeting visitors
- Waiting for students or staff
- Student waiting/pick up area
- 2 Workstations for administrative assistants

SPATIAL RELATIONSHIPS:

- Located inside the main Administrative Area
- Centrally located to Administrative Area
- Near public restrooms
- Maximize view to the exterior and main entry

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting, areas of soft lighting
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Administrative area should be mechanically zoned for year round use.
- Windows to provide natural light

CAPACITY:

- Administrative assistants
- Visitors/parents
- Students

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

NOTES:

- Loose furnishings and features shown represent one of many possible arrangements.

**WELCOME CENTER**

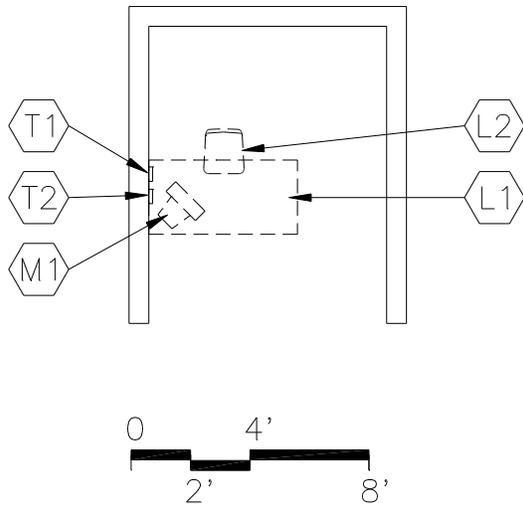
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1    Finish carpentry	
		Reception counter	064123
Base:		F2    Tack board (8 LF)	101100
Resilient base	096519	F3    Closet shelving	064123
Ceiling (8' high minimum):		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted gypsum wallboard		N/A	
over metal studs	092116 / 099123	<u>HVAC:</u>	Div. 23
<u>Loose Furnishings:</u>		Supply/return air system	
L1    2 ergonomic task chairs		Independent temperature	
L4    4-6 guest chairs		control	
<u>Miscellaneous:</u>		<u>Electrical:</u>	Div. 26
M1    Fax		Duplex receptacles	
M2    printer		TVSS protected quad receptacle	
M4    2 computers		adjacent to each data port	
M5    Table lamps		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1    2 voice port and phone	
		at workstations	
		T2    Fax port	
		T4    data ports for printer	
		T6    Data port near each workstation	
		Cable/MATV port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**SECURITY AREA**

**E-AD-2**



**GOAL:**

- To serve as a check-in and checkpoint for non-school visitors

**PROGRAM ACTIVITIES:**

- Check-in/out visitors
- Monitor main entrance to school
- Workstation for security office

**SPATIAL RELATIONSHIPS:**

- Adjacent to main entry

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
 Wall minimum: STC 45  
 Ceiling minimum: CAC 35

**CAPACITY:**

- Security officer

**SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

N/A

**NOTES:**

Loose furnishings and features shown represent one of many possible arrangements.

**SECURITY AREA**

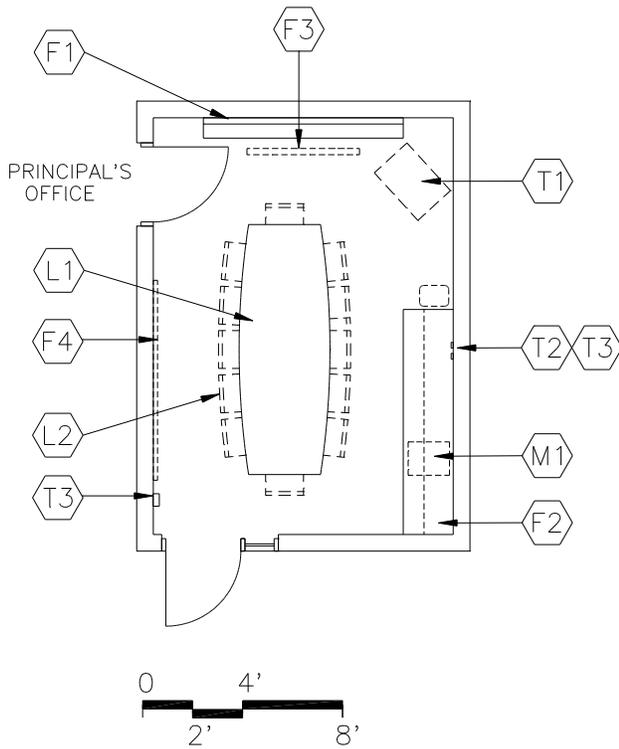
		Spec. <u>Ref.#</u>			Spec. <u>Ref.#</u>
<u>Finishes<sup>1</sup>:</u>			<u>Features<sup>1</sup>:</u>		
Flooring:			Fixed Equipment:		
	Resilient tile flooring	096519	N/A		
Base:			<u>Fire Suppression:</u>		Div. 21
	Resilient base	096519	Fire suppression system		
Ceiling (8' high minimum):			<u>Plumbing:</u> Div. 22		
	Suspended, acoustical	095113	Fire protection system		
Walls:			<u>HVAC:</u> Div. 23		
	Painted concrete masonry units		Supply/return air system		
	042000 / 099123		Independent temperature control		
<u>Loose Furnishings:</u>			<u>Electrical:</u> Div. 26		
L1	Admin workstation		Duplex receptacles		
L2	Ergonomic task chair		TVSS protected quad receptacle adjacent to each data and video port		
			Multilevel switching		
			Fluorescent lighting		
			Illumination level: See Table 7600-16		
			Clock		
			Central sound system		
			<u>Communications:</u>		Div. 27
			T1 Voice port and phone		
			T2 Data port		
			<u>Electronic Safety and Security:</u>		Div. 28
			Life safety devices per code		
			<u>Miscellaneous:</u>		
			M1 Computer		

**NOTES:**

Finishes/Features: Refer to Chapter 8 for specification references

CONFERENCE ROOM

E-AD-3



CAPACITY:

- Staff
- Students
- Parents
- Visitors

SIZE:

- 200 SF

ANCILLARY SPACES:

- Principal's Office (E-AD-4)

GOAL:

- To provide a place for administrative conferences or meetings

PROGRAM ACTIVITIES:

- Conferences with staff, students, parents, and visitors

SPATIAL RELATIONSHIPS:

- Near Welcome Center
- Centrally located within Administrative Area
- Adjacent and access to Principal's Office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting, appropriate to task
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 40
- Electrical outlets for equipment
- Windows to provide natural light, desirable
- Auditory privacy

NOTES:

Loose furnishings and features shown represent one of many possible arrangements.

**CONFERENCE ROOM****E-AD-3**

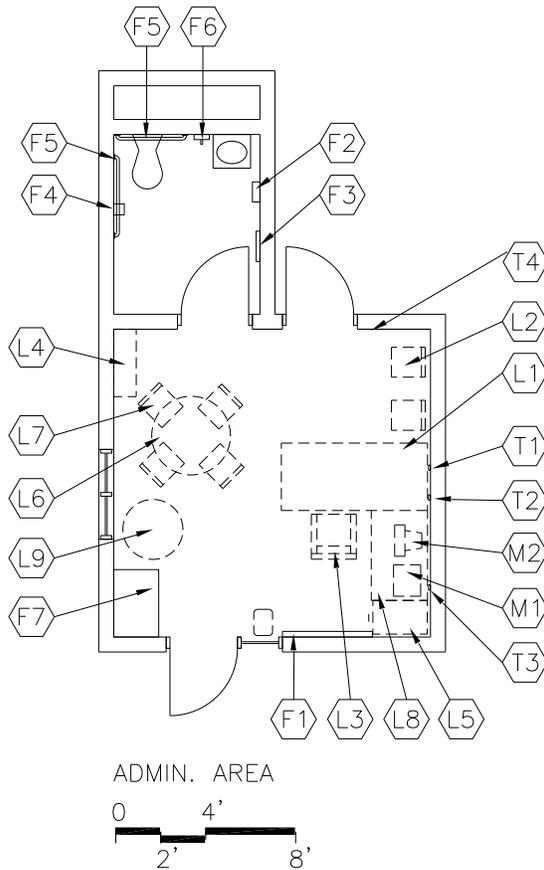
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1 Marker board (8 LF)	101100
Base:		F2 Casework:	
Resilient base	096519	Base/wall cabinets (6 LF)	123200
Ceiling (8' high minimum):		F3 Manual projection screen	115213
Suspended, acoustical	095113	F4 Tack board (8 LF)	101100
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted gypsum wallboard over metal studs	092116 / 099123	Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u>	
L1 Conference table (with table technology installations (VGA jacks, data outlets, power outlets, etc.))		N/A	
L2 12 chairs		<u>HVAC:</u>	Div. 23
		Supply/return air system	
		Independent temperature control	
		<u>Electrical:</u>	Div. 26
		Duplex receptacles	
		TVSS protected quad receptacle adjacent to each data and video port	
		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Video port, monitor and bracket	
		T2 Voice port and phone	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Under counter refrigerator	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**PRINCIPAL'S OFFICE**

**E-AD-4**



**CAPACITY:**

- Principal

**SIZE:**

- 180 SF

**ANCILLARY SPACES:**

- Conference Room (E-AD-3)

**GOAL:**

- To provide an office for the principal to give instructional leadership in a personal and organized environment for students, staff, and community

**PROGRAM ACTIVITIES:**

- Conferences with students, parents, teachers, staff, and visitors
- Curriculum development
- Research and planning
- Telephone communications
- Dealing with personnel issues
- Coordination of school and support services

**SPATIAL RELATIONSHIPS:**

- Near main entry
- Near administrative assistant
- Adjacent and access to Conference Room

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting, appropriate to task
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light
- One area should be especially child-scaled and friendly for working with individual children
- Auditory privacy
- Back door to secondary corridor, desirable

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**PRINCIPAL'S OFFICE**

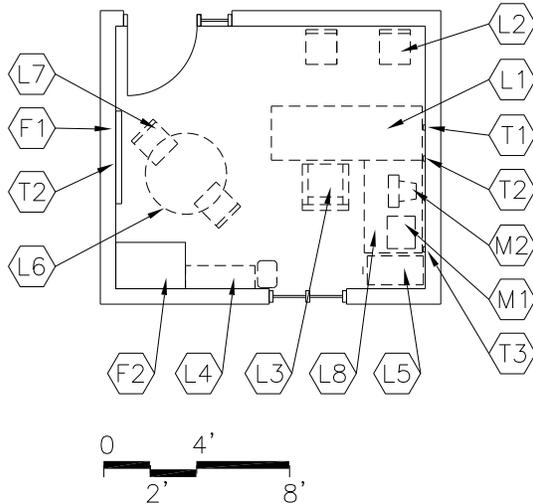
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1 Tack board (4 LF)	101100
Base:		F2 Towel dispenser	102800
Resilient	096519	F3 24" x 60" mirror	102800
Ceiling (8' high minimum):		F4 Toilet tissue holder	102800
Suspended, acoustical	095113	F5 36" and 42" grab bars	102800
Walls:		F6 Soap dispenser	102800
Painted gypsum wallboard over metal studs	092116 / 099123	Wall mounted coat rack/shelf	
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 Desk		Fire suppression system	
L3 Ergonomic task chair		<u>Plumbing:</u>	
L4 Adjustable height bookshelves (12 LF)		Toilet area	
L5 Four-drawer file cabinet		<u>HVAC:</u>	Div. 23
L6 Conference table		Supply/return air system	
L7 4-6 chairs		Independent temperature control	
<u>Miscellaneous:</u>		<u>Electrical:</u>	Div. 26
M1 Printer		Duplex receptacles	
M2 Computer		2 outlets per wall minimum	
		TVSS protected quad receptacle adjacent to each data and video port	
		Single-level switching	
		Fluorescent lighting	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port near workstation	
		T3 Data port for printer	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**ASSISTANT PRINCIPAL'S /BUSINESS OFFICE**

**E-AD-5**



**GOAL:**

- To provide an office for the assistant principal to perform administrative functions

**PROGRAM ACTIVITIES:**

- Conferences with parents
- Student interaction
- Conferences with individual teachers or small groups
- Telephone communications (private)
- Research and planning
- Coordination of school and support services

**SPATIAL RELATIONSHIPS:**

- May be located near Academic Core for supervision
- May be located near administration suite

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light
- Auditory privacy

**CAPACITY:**

- Assistant Principal

**SIZE:**

- 120 SF

**ANCILLARY SPACES:**

N/A

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements

**ASSISTANT PRINCIPAL'S/BUSINESS OFFICE**

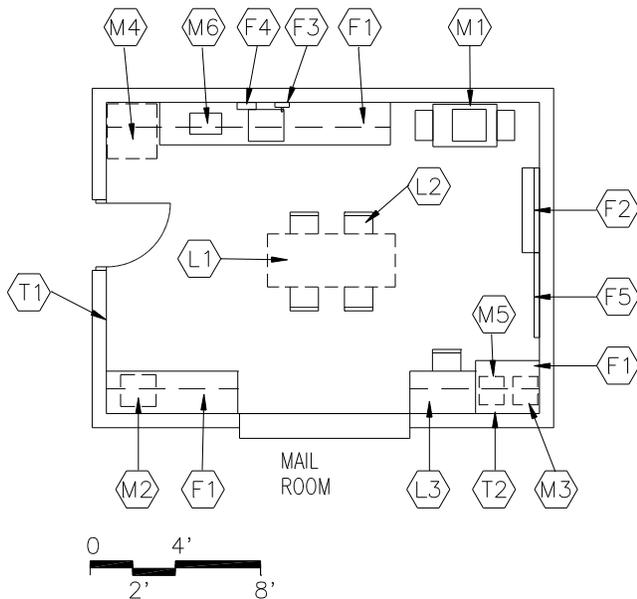
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1 Tack board (4 LF)	101100
Base:		F2 Casework:	
Resilient base	096519	Wardrobe	103200
Ceiling (8' high minimum):		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted gypsum wallboard over metal studs	092116 / 099123	N/A	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
L1 Admin workstation		Supply/return air system	
L2 2 visitor chairs		Independent temperature control	
L3 Ergonomic task chair		<u>Electrical:</u>	Div. 26
L4 Adjustable height bookshelves (12 LF)		Duplex receptacles	
L5 Four-drawer file cabinet		2-Outlets per wall minimum	
L6 Round table		TVSS protected quad receptacle adjacent to data and video port	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 2 data ports	
		T3 Data port for printer	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Printer	
		M2 Computer	

NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

**ADMINISTRATIVE WORKROOM**

**E-AD-7**



**CAPACITY:**

- Secretaries and Administrators
- Volunteers
- Staff

**SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

- Mail Room (E-AD-8)

**GOAL:**

- To provide an area for office production activities

**PROGRAM ACTIVITIES:**

- Copying
- Collating
- Sorting of files
- Preparing communications for mailing
- Binding reports
- Telephone communications

**SPATIAL RELATIONSHIPS:**

- Near Welcome Center
- Adjacent to Mail Room

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting, appropriate to task
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Organize for efficient work flow and sufficient clearance for several people to work at one time

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**ADMINISTRATIVE WORKROOM**

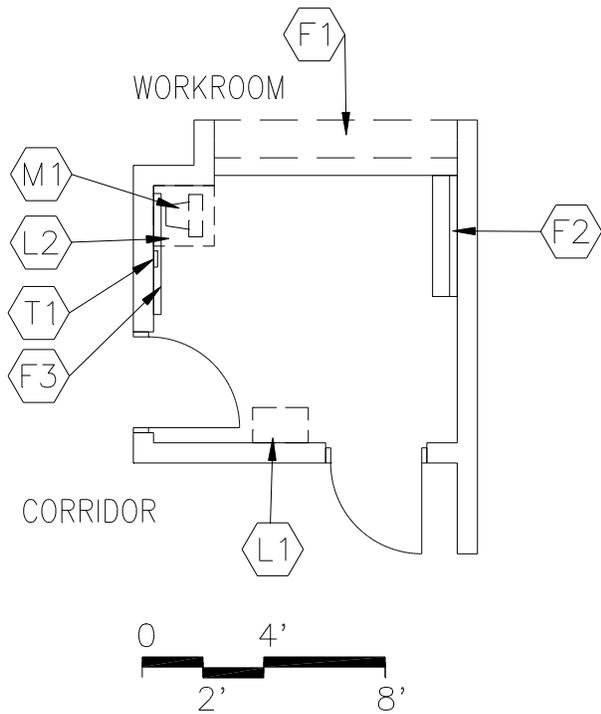
<u>Finishes<sup>1</sup>:</u>	Spec. <u>Ref.#</u>	<u>Features<sup>1</sup>:</u>	Spec. <u>Ref.#</u>
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1 Casework: Base/wall cabinets and shelving	123200
Base:		F2 Marker board (4 LF)	101100
Resilient base	096519	F3 Soap dispenser	102800
Ceiling (8' high minimum):		F4 Towel dispenser	102800
Suspended, acoustical	095113	F5 Tack board (4 LF)	101100
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted gypsum wallboard over metal studs	092116 / 099123	Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> (optional)	Div. 22
L1 Work table		Plumbing connections	
L2 4 chairs; task chair		Hook-up for refrigerator ice maker, sink, single/deep bowl	
L3 Computer workstation		<u>HVAC:</u>	Div. 23
Wastebasket		Supply/return air system	
<u>Miscellaneous:</u>		Independent temperature control	
M1 Copier		<u>Electrical:</u>	Div. 26
M2 Paper cutter		Duplex receptacles	
M3 Laminating machine		Raceway above countertop	
M4 Refrigerator with ice maker		TVSS protected quad receptacle adjacent to each data port	
M5 Color printer		Single-level switching	
M6 Microwave		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Dedicated receptacle for copier	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice ports and phones	
		T2 Data port for printer	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**MAILBOX AREA IN WORKROOM**

**E-AD-8**



**GOAL:**

- To provide an area to disseminate mail to staff members

**PROGRAM ACTIVITIES:**

- Delivery of general mail
- Sign in/out location

**SPATIAL RELATIONSHIPS:**

- Adjacent to Administrative Workroom
- Accessible from main corridor

**Fixed Equipment:**

F1	Casework:	123200
	Mail slots	
	12" wide x 6" high x 15" deep	
	(45-50 total slots) pass-through cabinet	

**CAPACITY:**

- Staff
- Faculty

**SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

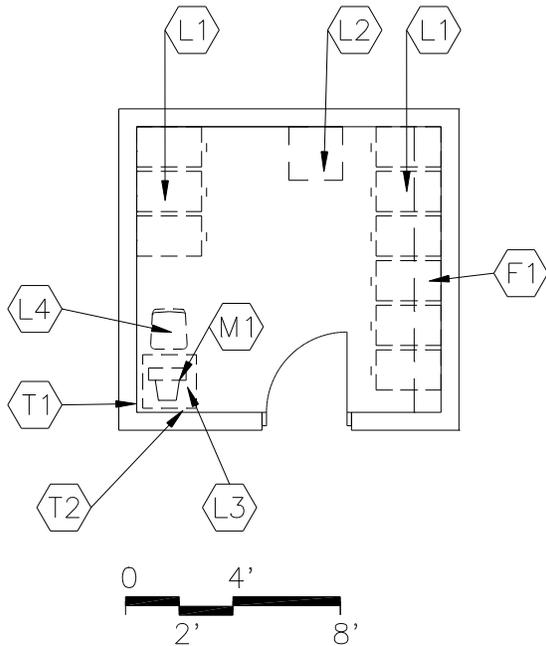
- Administrative Workroom (E-AD-7)

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements. The mail cubicles can be either on the wall or through the wall, verify with each school for their preference.

**RECORDS ROOM**

**E-AD-9**



**GOAL:**

- To provide secure, fireproof, and adequate storage for money, records, and other valuable items

**PROGRAM ACTIVITIES:**

- Storing of money and other valuable items
- Storage of files and records
- Accessible to administration staff

**SPATIAL RELATIONSHIPS:**

- Near Data Entry Office

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Security of door

**CAPACITY:**

- Secretaries
- Staff

**SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

N/A

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**RECORDS ROOM**

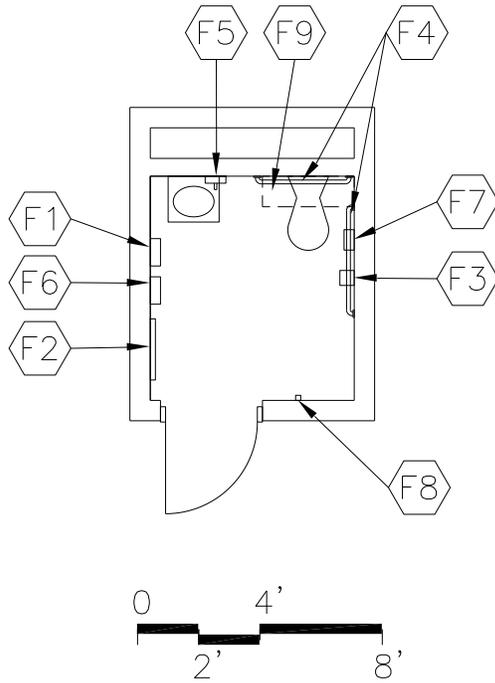
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1 Casework:	
		Wall shelving	123200
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling (8' high minimum)		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted concrete masonry units		Exhaust air system	
	042000 / 099123	<u>Electrical:</u>	Div. 26
<u>Loose Furnishings:</u>		Duplex receptacles	
L1 8-10, four-drawer file cabinets (fireproof)		TVSS protected quad receptacle	
L2 Small safe		adjacent to each data port	
L3 Small table		Single-level switching	
L4 Chair		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**STAFF TOILET**

**E-AD-11**



**PROGRAM ACTIVITIES:**

- Personal and health needs for administrative staff
- Changing clothing

**SPATIAL RELATIONSHIPS:**

- Near Welcome Center

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Moisture- and stain- resistant finishes
- Adequate exhaust/ventilation

**CAPACITY:**

- Staff

**SIZE:**

- 50 SF

**ANCILLARY SPACES:**

N/A

**NOTES:**

1. Extend walls above ceiling to deck above for security and acoustical reasons.
2. Provide staff restrooms for both men and women.
3. Each pair of staff restrooms should be distributed throughout the building at appropriate locations.

**STAFF TOILET****E-AD-11**

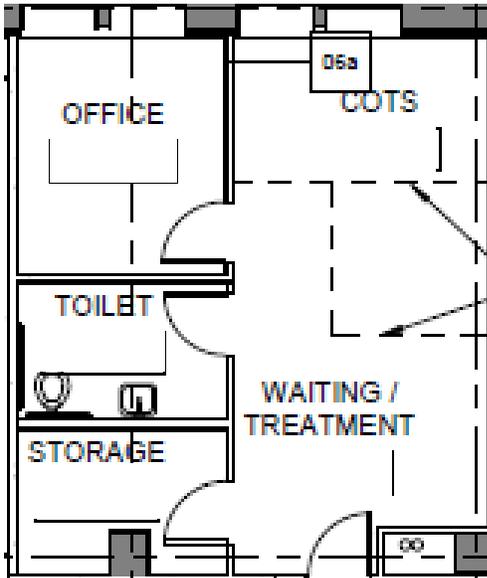
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Ceramic tile	093000	F1 Towel dispenser	102800
		F2 24" x 60" mirror	102800
Base:		F3 Toilet tissue holder	102800
Ceramic mosaic tile base	093013	F4 36" and 42" grab bars	102800
Resilient	096519	F5 Soap dispenser	102800
		F6 Sanitary dispenser	102800
Ceiling:		F7 Sanitary disposal	102800
Suspended, acoustical	095113	F8 Coat hook	102800
		F9 Casework:	
Walls:		Wall cabinet	103200
Painted concrete masonry units			
042000 / 099123		<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
		<u>Plumbing:</u> Div. 22	
		Wall-mounted water closet	
		Wall-mounted lavatory	
		Plumbing connections	
		Floor drain	
		<u>HVAC:</u> Div. 23	
		Exhaust air system	
		Supplemental heat as required	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Fire alarm devices per code	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**WAITING/TREATMENT AREA (HEALTH SUITE)**

**E-AD-16**



**CAPACITY:**

- 1 staff member/volunteer/nurse
- Students

**SIZE:**

- 180 SF

**ANCILLARY SPACES:**

- Office (E-AD-15)
- Cots
- Storage

**GOAL:**

- To provide school-based health services

**PROGRAM ACTIVITIES:**

- First aid
- Consultation with students
- Health screening
- Medical treatments
- Medication administration
- Student resting while awaiting pick-up by parent or guardian

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Sink with hot and cold water
- Adequate ventilation
- Electrical outlets for equipment
- Locate away from rooms with copiers, interferes with hearing screening
- Auditory and visual privacy
- Visual control to Office/Waiting or Welcome Center

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

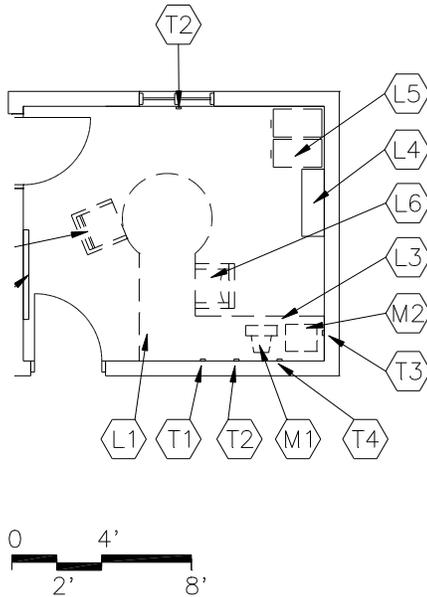
**WAITING/TREATMENT AREA (HEALTH SUITE)**

**E-AD-16**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Casework:	
		Base/wall cabinets	123200
Base:		Place for refrigerator	
Resilient base	096519	F2 Casework:	
		Tall storage	123200
Ceiling (8' high minimum):		F3 Cubicle curtain	102123
Suspended, acoustical	095113	F4 Soap dispenser	102800
		F5 Towel dispenser	102800
Walls:		Tackboard	
Painted gypsum wallboard			
over metal studs	092116 / 099123	<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
2-3 Chairs		Plumbing connections	
Side table		Single sink w/hands-free gooseneck	
Mobile exam table			
Stool		<u>HVAC:</u> Div. 23	
		Supply/return air system	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		TVSS protected quad receptacle	
		adjacent to each data port	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

OFFICE AREA - Health Suite

E-AD-15



CAPACITY:

- Staff
- Students
- Parents
- Visitors

SIZE:

- 100 SF

ANCILLARY SPACES:

- Treatment Area (E-AD-16)
- Storage (E-AD-18)

GOAL:

- Administrative and meeting area for health

PROGRAM ACTIVITIES:

- Meeting area for students parent or guardian
- Administrative activities by school nurse
- Private conversations

SPATIAL RELATIONSHIPS:

- Adjacent and access to Treatment Area
- Adjacent and access to Storage

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Visual control to Welcome Center or corridor
- Visual and auditory privacy

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.

**OFFICE AREA - Health Suite****E-AD-15**

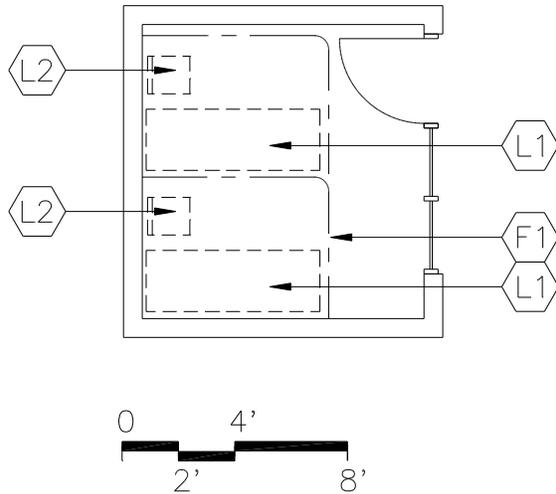
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Tack board (4 LF)	101100
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling (8' high minimum):		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted gypsum wallboard over metal studs	092116 / 099123	Supply/return air system	
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1 Admin workstation		Duplex receptacles	
L2 Ergonomic chair		2 outlets per wall, minimum	
L3 1-2 visitor chairs		TVSS protected quad receptacle	
File cabinet		adjacent to each data port	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		2 Data port for printer	
		T3 Data port near workstation	
		T4 Cable/MATV	
		T5 Video port, monitor, and brackets	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

COTS

Health Suite



GOAL:

- To provide a place for students and staff to lie down when feeling ill

PROGRAM ACTIVITIES:

- A resting place for students and staff when feeling ill

SPATIAL RELATIONSHIPS:

- Located within Health Suite
- Near welcome center

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/dimmable lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Adequate ventilation
- Auditory and visual privacy
- Visual control from Office/Waiting or Welcome Center

CAPACITY:

- Staff
- Students

SIZE:

- 150 SF

ANCILLARY SPACES:

N/A

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.

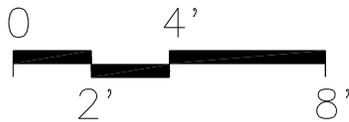
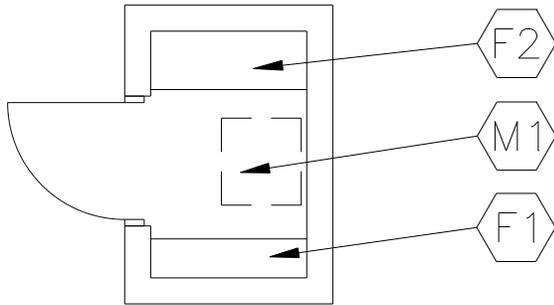
**COTS**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1    Cubicle curtains	102123
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling (8' high minimum):		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted gypsum wallboard		Supply/return air system	
over metal studs	092116 / 099123		
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1 3 cots		Duplex receptacles	
L2 2 chairs		Single-level switching	
		Fluorescent lighting with dimmer	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

**STORAGE**



**CAPACITY:**

- Staff

**SIZE:**

- 25 SF

**ANCILLARY SPACES:**

- Office/Waiting Area (E-AD-15)

**GOAL:**

- To provide storage for medical supplies and equipment

**PROGRAM ACTIVITIES:**

- Storing chemicals, equipment, and supplies

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Office/Waiting

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Security of equipment, supplies, and medicines
- Security of door

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**STORAGE**  
**Health Suite**

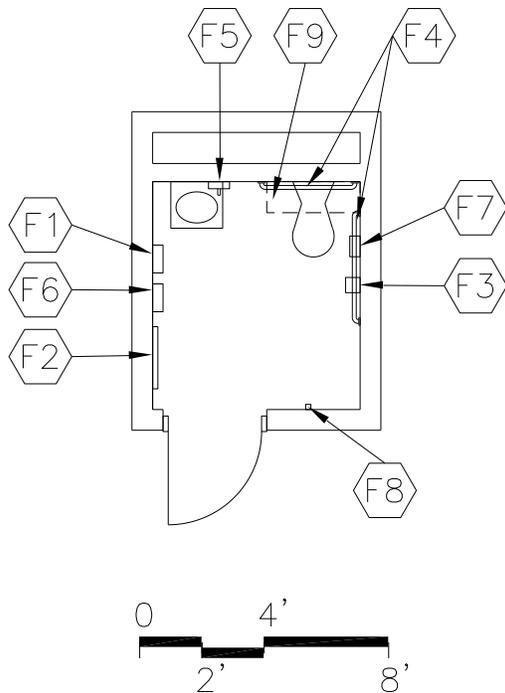
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Storage shelving: 12" deep	105613
Base:		F2 Storage shelving: 18" deep	105613
Resilient base	096519		
Ceiling (8' high minimum):		<u>Fire Suppression:</u>	Div. 21
Cleanable, suspended, acoustical	095113	Fire suppression system	
Walls:		<u>Plumbing:</u> Div. 22	
Painted concrete masonry units		Fire protection system	
	042000 / 099123	Plumbing connections	
<u>Loose Furnishings:</u>		Hook-up for ice maker	
N/A			
Note: Refrigerator may be in the office area		<u>HVAC:</u> Div. 23	
		Supply/return air system	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Refrigerator (lockable) with ice maker	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**TOILET**

**E-AD-19**



**CAPACITY:**

- Students
- Staff

**SIZE:**

- 50 SF

**ANCILLARY SPACES:**  
N/A

**PROGRAM ACTIVITIES:**

- Personal and health needs for the health suite
- Changing clothing

**SPATIAL RELATIONSHIPS:**

- Located within Health Suite

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Adequate exhaust/ventilation

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**TOILET**

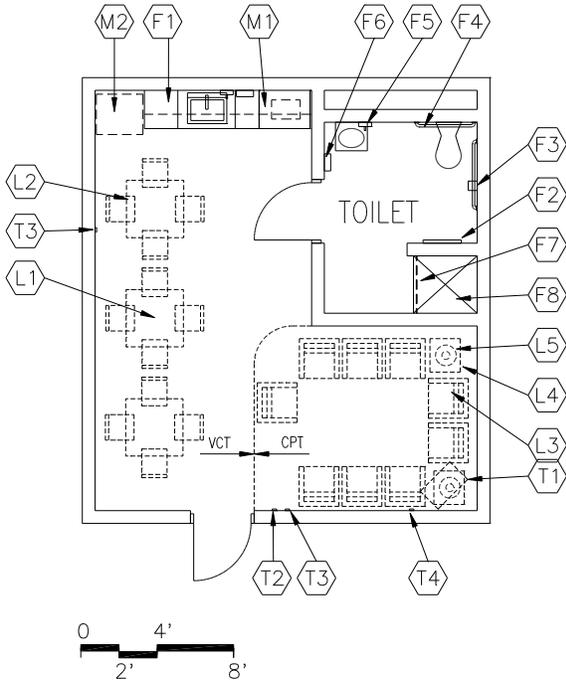
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Ceramic tile	093000	F1 Towel dispenser	102800
		F2 24" x 60" mirror	102800
		F3 Toilet tissue holder	102800
Base:		F4 36" and 42" grab bars	102800
Ceramic mosaic tile base	093013	F5 Soap dispenser	102800
Resilient base	096519	F6 Sanitary dispenser	102800
		F7 Sanitary disposal	102800
Ceiling:		F8 Coat hook	102800
Suspended, acoustical	095113	F9 Casework:	
		Wall cabinet	103200
Walls:			
Painted concrete masonry units	042000 / 099123	<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
		<u>Plumbing:</u> Div. 22	
		Wall-mounted water closet	
		Wall-mounted lavatory	
		Plumbing connections	
		Floor drain	
		<u>HVAC:</u> Div. 23	
		Exhaust air system	
		Supplemental heat as required	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**STAFF LOUNGE**

**E-AD-21**



**GOAL:**

- To provide an area for staff dining and for relaxing

**PROGRAM ACTIVITIES:**

- Staff dining
- Relaxation

**SPATIAL RELATIONSHIPS:**

- Near Academic Classrooms
- Access to Main Corridor
- May be divided among floors

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting, appropriate to task
- Environmental sound control:  
 Wall minimum: STC 45  
 Ceiling minimum: CAC 40
- Electrical outlet for equipment
- Windows to provide natural light, desirable

**CAPACITY:**

- Staff

**SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

N/A

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**STAFF LOUNGE****Administrative Support**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1 Casework:	
Linoleum	096516	Base/wall cabinets	123200
Shower: Ceramic mosaic tile	093013	F2 24" x 60" mirror	102800
Base:		F3 Toilet tissue dispenser	102800
Resilient base	096519	F4 36" and 42" grab bars	102800
Shower: Ceramic mosaic tile base	093013	F5 Soap dispenser	102800
Ceiling (8' high minimum):		F6 Towel dispenser	102800
Suspended, acoustical	095113	F7 Shower curtain with rod	102800
Shower: Painted portland cement plaster	092400 / 099123	F8 ADA shower accessories	102800
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted gypsum wallboard over metal studs	092116 / 099123	Fire suppression system	
Shower: Ceramic tile	093013	<u>Plumbing:</u>	Div. 22
<u>Loose Furnishings:</u>		Plumbing connections	
L1 3 square tables		Wall-mounted lavatory	
L2 10-15 chairs		Wall-mounted water closet	
L3 3-5 lounge chairs		Floor drains - in restroom and shower	
L4 2 end tables		<u>HVAC:</u>	Div. 23
L5 2 table lamps		Supply/return air system	
<u>Communications:</u>	Div. 27	Exhaust air system	
T2 Voice port and phone		Independent temperature control	
T3 2 data ports		<u>Electrical:</u>	Div. 26
<u>Miscellaneous:</u>		Duplex receptacles	
M1 Microwaves		TVSS protected quad receptacle adjacent to each data and video port	
M2 Refrigerator with ice maker		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

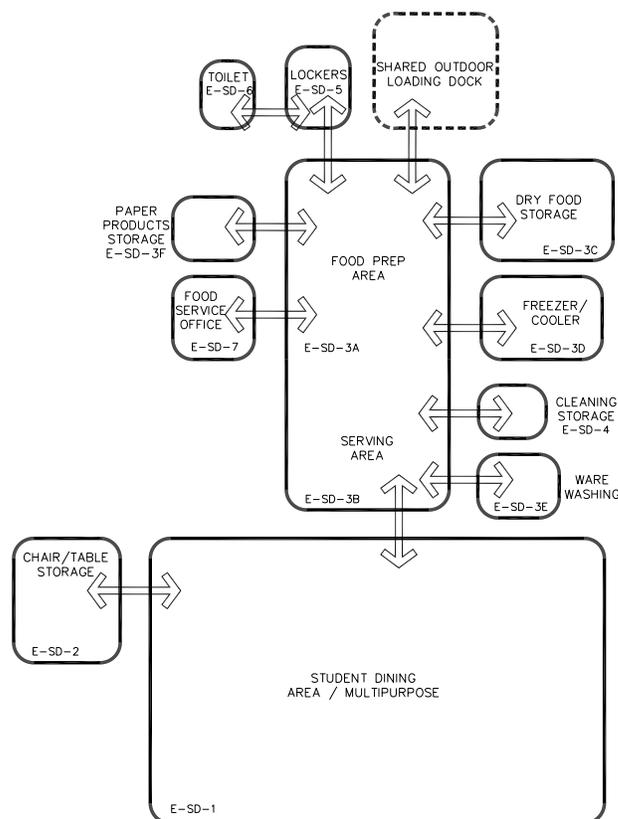
NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

Dinning and Food Services

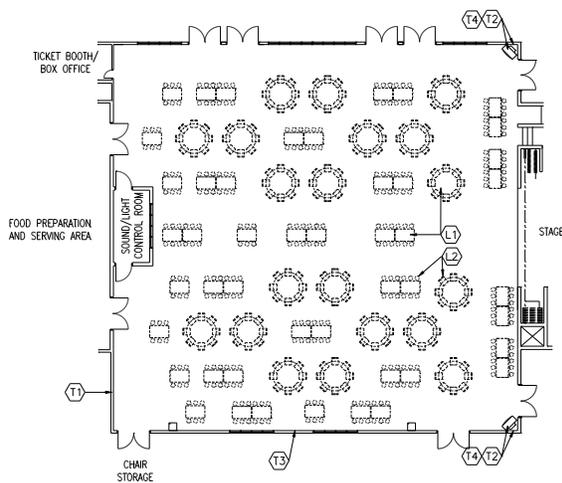
Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Student Dining Area/Multi-purpose	1	2,250	2,250	May be combined with performance/gathering space in a new building
Chair and Table Storage	1	250	250	
Serving area	1	300	200	
Kitchen Suite	1	1800	1800	
<b>Total</b>			<b>4,500</b>	

**Comments:** The overall total for the Dining and Food Services area may be + or – 15%. The existing dining area and kitchen are undersized for the proposed capacity. If these spaces are replaced, the school would like to keep the current dining as a multi-purpose area if feasible. If this area is expanded, the room should be dividable.



STUDENT DINING AREA / MULTIPURPOSE

SD-1



**CAPACITY:**

- 1/3 of students per lunch period
- 1/3 of staff members per lunch
- Community (after hours)

**ANCILLARY SPACES**

- Chair/Table Storage (SD-2)
- Food Preparation Area (SD-4)

**GOALS:**

- To provide a pleasant atmosphere for students to eat meals
- To provide a flexible meeting space for groups if needed

**PROGRAM ACTIVITIES:**

- Student dining
- School and community programs, meetings, and activities

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Food Preparation Area
- Adjacent and access to Chair/Table Storage
- Centrally located to office area, gymnasium, classrooms, and media center

**ENVIRONMENTAL CONSIDERATIONS:**

- Lighting appropriate to tasks
- Adequate ventilation
- Electrical outlets for equipment along perimeter walls and on columns
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Higher than normal ceiling height
- Cleanable building surfaces
- Windows to provide ample natural light
- Good sight lines to all areas of the room for supervision
- Window treatment to darken room for AV presentation
- Outlets and data ports for salad bar/POS  
Flush to ground with cover  
Cold filtered water

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**STUDENT DINING AREA / MULTIPURPOSE****SD-1**

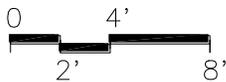
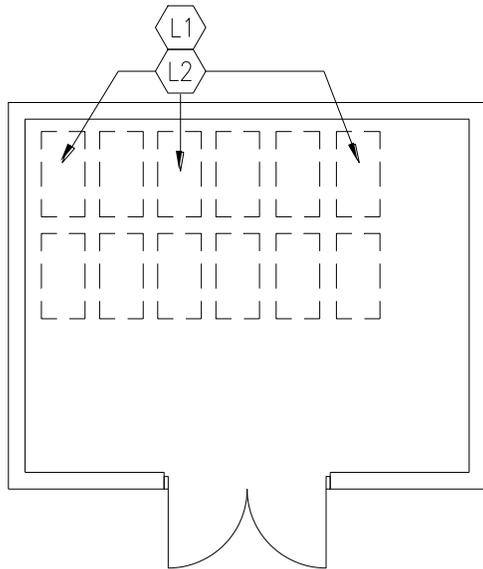
	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		N/A	
Fluid-applied athletic flooring	096766		
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling: (15' high minimum)		<u>Plumbing:</u> Div. 22	
Suspended, acoustical	095113	Electric water cooler	
Walls:		<u>HVAC:</u> Div. 23	
Painted concrete masonry units	042000 / 099123	Supply/return air system	
Acoustical wall treatment	098400	Independent temperature control	
<u>Loose Furnishings:</u>		Air conditioning	
L1 Tables and seating to accommodate 1/3 of school capacity (266 for lunch)		<u>Electrical:</u> Div. 26	
<u>Miscellaneous:</u>		Duplex receptacles	
M1 Audio system		Vending Machines	
		TVSS protected quad receptacles adjacent to each data and video port	
		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Student dining sound system <sup>2</sup>	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 2 cable/MATV ports	
		T2 4 data ports	
		T3 Voice port and phone	
		T4 2 video ports, monitors, and brackets	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**CHAIR / TABLE STORAGE**

**SD-2**



**CAPACITY:**  
N/A

**SIZE:**  

- Varies, see table

**ANCILLARY SPACES:**  

- Student Dining Area/Multipurpose (M-SD-1)

**GOAL:**

- To provide convenient storage of dining chairs and tables to be used for meetings and performances

**PROGRAM ACTIVITY:**

- Storage

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Student Dining Area/Multipurpose

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Cleanable building surfaces
- Accessibility for moving furniture in and out

**NOTES:**

- Loose furnishings and features shown represent one of many possible arrangements.

**CHAIR / TABLE STORAGE**

**SD-2**

	Spec. Ref.#	<u>Features<sup>1</sup>:</u>	Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	N/A	
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted concrete masonry units	042000 / 099123	Supply/return air system	
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1 Chairs		Duplex receptacles	
L2 Chair dollies		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	
		N/A	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

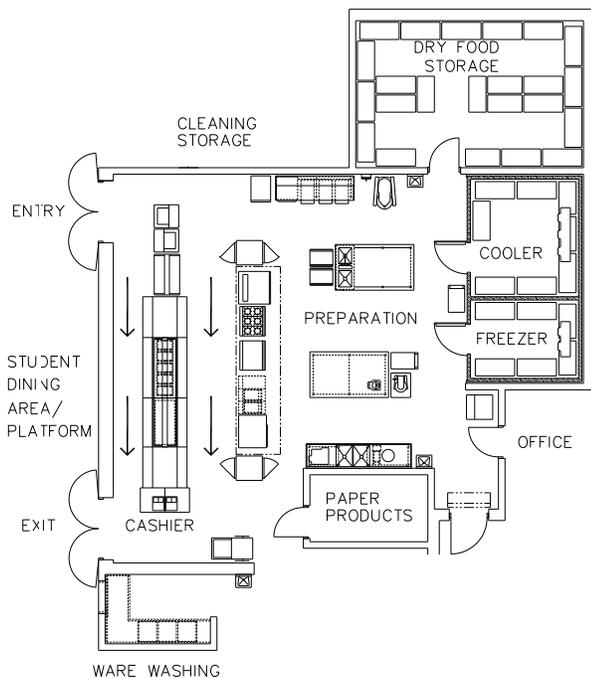
1. Finishes/Features: Refer to Chapter 8 for specification references.

**COOKING KITCHEN**

This space consists of the following areas:

Food Preparation Area	750
Dry Food Storage	250
Freezer & Cooler	250
Ware Washing	100
Paper Storage	225
Lockers	75
Toilet	50
Food Service Office	100
	1800

A space plate follows for each of these areas.



**CAPACITY:**

- Students
- Staff
- Community

**ANCILLARY SPACES:**

- Student Dining Area/Multipurpose (E-SD-1)

**GOAL:**

- To provide an area for the preparation of student and staff meals

**PROGRAM ACTIVITIES:**

- Prep food (food delivered from milk, grocery, and produce vendors)
- Serve food
- Storage
- Point of sale (in the dining area associated with the serving area)

**SPATIAL RELATIONSHIPS:**

- Near loading dock to permit semi-tractor trailers access to docking and storage areas (site specific)
- Adjacent and access to Student Dining Area/Multipurpose
- Near dumpsters
- Cafeteria serving arrangement

**ENVIRONMENTAL CONSIDERATIONS:**

- Food service department, public health
- Durable flooring
- Proper ventilation of space to remove cooking odors
- Cleanable building surfaces

Hand sinks in each area of service, production, dishwashing, and serving.

Paper towel dispensers need to be uniform with the rest of the school for ordering purposes.

Soap dispensers need to be uniform with schools for ordering purposes.

**NOTES:**

1. This is an example of a kitchen. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

**FOOD PREPARATION AREA**

**CAPACITY:**

- Staff

**SIZE:**

- Varies, see table

**GOAL:**

- To prepare student meals

**PROGRAM ACTIVITIES:**

- Prepare food

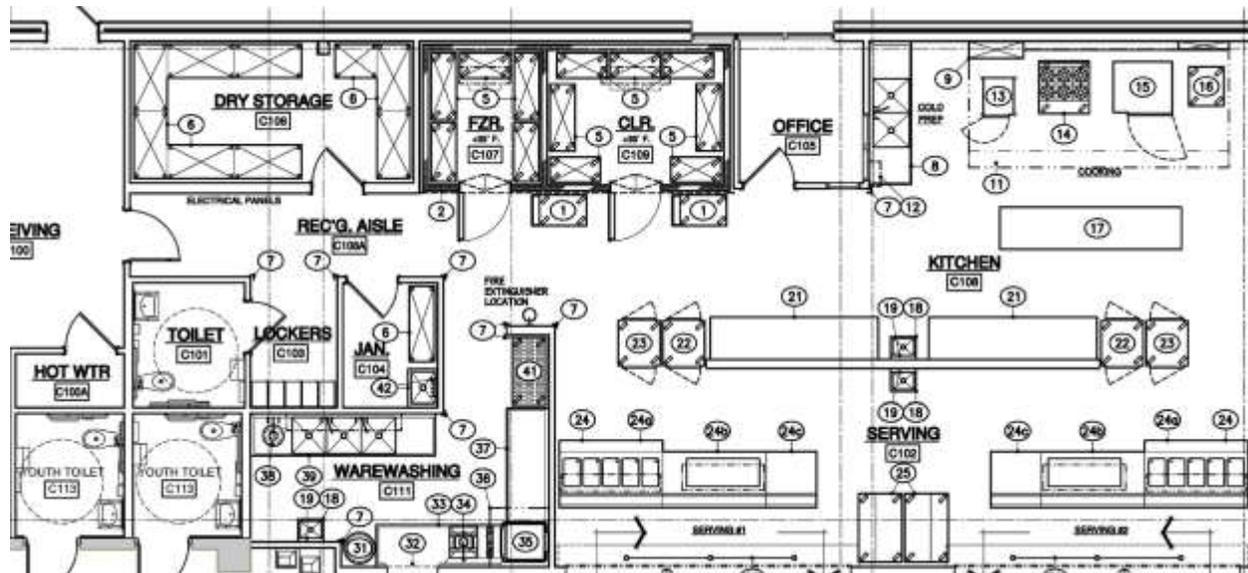
**SPATIAL RELATIONSHIPS:**

- Adjacent to Student Dining Area/Multipurpose
- Open to Serving Area

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Proper ventilation of space to remove cooking odors
- Cleanable building surfaces
- Electrical/plumbing/mechanical connections for food service equipment
- Towel dispensers, Soap dispensers,

This is an example of a preparation area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.



**FOOD PREPARATION AREA**

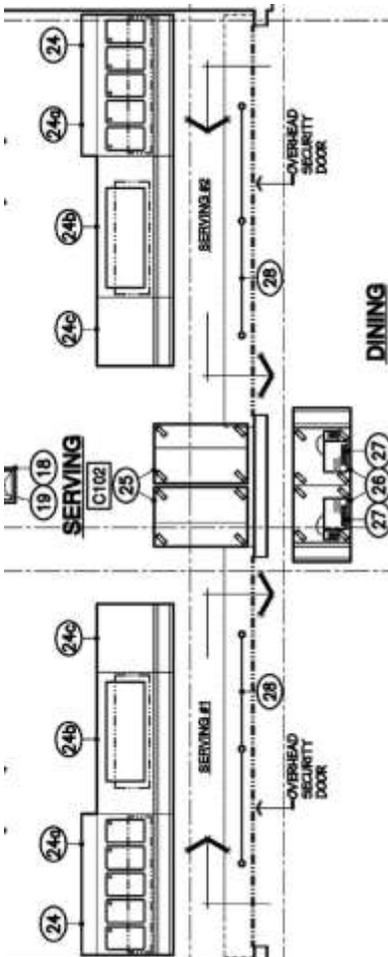
	Spec. Ref.#		Spec.
<u>Finishes</u> <sup>1</sup> :			
Flooring:		<u>Fire Suppression</u> :	Div. 21
Easy clean, non-slip flooring - Single surface poured or rolled flooring		Fire suppression system	
Base:		<u>Plumbing</u> : Div. 22	
Resilient base	096519	Connections to food service equipment	
Ceiling:		Plumbing and gas connections	
Cleanable, suspended, acoustical	095113	Hand washing lavatory	
Walls:		Floor drains	
Epoxy-painted concrete masonry units		Food preparation sink with adjacent trash bin	
Water areas of kitchen, eg. Dish room, pot sink area.	042000 / 099123	<u>HVAC</u> : Div. 23	
<u>Features</u> (Specifications from DCPS):		Supply/return air system	
<u>Equipment</u> :		Independent temperature control	
• Pot washing sinks		Kitchen canopy exhaust system	
• Food Preparation Sinks		Air conditioning	
• Hand Sinks with adjacent trash bin		<u>Electrical</u> : Div. 26	
• Work Tables		Duplex receptacles	
• Warming/Holding/Cabinets		Connections to food service equipment	
• Refrigeration - Reach-ins		Single-level switching	
• Storage shelving		Fluorescent lighting	
• Mop washing sink		Illumination level: See Table 7600-16	
• Lockable chemical storage		Clock	
• Exhaust Hood Systems, including Fire Suppression		Central sound system	
• Combi oven		<u>Communications</u> :	
• Convection steamer		N/A	
• Range, with oven, convection base		<u>Electronic Safety and Security</u> :	Div. 28
• Ware Washing Machine with appropriate accessories (tables, booster heater, disposer, etc.)		Life safety devices per code	
		<u>Miscellaneous</u> :	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

## SERVING AREA

E-SD-3B



## CAPACITY:

- Students
- Staff
- Community

## ANCILLARY SPACES:

- Student Dining Area/Multipurpose (E-SD-1)
- Kitchen (E-SD-3)

## GOAL:

- To provide serving station for those seeking meals or snacks

## PROGRAM ACTIVITIES:

- Serve food

## SPATIAL RELATIONSHIPS:

- Within Student Dining Area/Multipurpose or Food Preparation Area
- Beginning of serving line should be near entry door of Students Dining Area/Multipurpose
- Adjacent and access to Student Dining Area/Multipurpose
- Open to Food Preparation Area

## ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Cleanable building services
- Electrical connections for food service equipment

## NOTES:

1. This is an example of a serving area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.
2. Loose furnishings and features shown represent one of many possible arrangements.

**SERVING AREA****E-SD-3B**

	Spec. Ref.#	Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		
Flooring:		<u>Features<sup>1</sup>:</u>
Quarry tile	093000	Fixed Equipment:
Base:		Drop-In Individually Controlled Heated
Quarry tile base	093000	Electric Food Wells, Full Service Sneeze
Ceiling:		Guard with overself may use existing milk
Cleanable, suspended, acoustical	095113	box or a new airtight refrigerator for
Walls:		beverages. Size of equipment and
Epoxy-painted concrete masonry units	042000 / 099123	number of are determined by space
		available. A Drop-In Self-Contained
		Refrigerated Cold Pan will also be
		included for side items. Counter and
		sneeze guards are lower than normal for
		better viewing and service to elementary
		students.
<u>Loose Furnishings:</u>		<u>HVAC:</u>
N/A		Div. 23
		Supply/return air system
		Independent temperature
		control
		Kitchen canopy exhaust system
		Air conditioning
<u>Miscellaneous:</u>		<u>Electrical:</u>
Cash registers at end of at point of		Div. 26
service		Single-level switching
		Fluorescent lighting
		Illumination level: See Table 7600-16
		Central sound system
		Duplex receptacles along permanent
		perimeter walls
		Electrical supply to support
		equipment specified
		Clock
		Circuits for portable generator
		TVSS protected quad receptacle
		adjacent to data and video ports
<u>Fire Suppression:</u>	Div. 21	<u>Communications:</u>
Fire suppression system		Div. 27
		T1    1 voice port and phone
<u>Plumbing:</u>	Div. 22	T2    2 data ports at cash registers or per
Connections to food service		salad bar
equipment		
Plumbing and gas connections		
Hand washing lavatory		
Floor drains		
		<u>Electronic Safety and Security:</u>
		Div. 28
		Life safety devices per code

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**DRY FOOD STORAGE**

**E-SD-3C**

CAPACITY:  
N/A

SIZE:  
• Varies, see table

ANCILLARY SPACES:  
• Warming Kitchen (E-SD-3)

GOAL:

- To provide an area for food storage

PROGRAM ACTIVITIES:

- Storage

SPATIAL RELATIONSHIPS:

- Near Supply Storage/Receiving
- Adjacent and access to  
Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Cleanable building surfaces
- Adequate exhaust/ventilation

**NOTES:**

1. This is an example of a dry food storage area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

## DRY FOOD STORAGE

## E-SD-3C

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Quarry tile	093000	F1 Rust-resistant 24" deep shelving and dunnage racks	114000
Base:		<u>Fire Suppression:</u>	Div. 21
Quarry tile base	093000	Fire suppression system	
Resilient base	096519	<u>Plumbing:</u>	
Ceiling:		N/A	
Cleanable, suspended, acoustical	095113	<u>HVAC:</u>	Div. 23
Walls:		Supply/return air system	
Epoxy-painted concrete masonry units	042000 / 099123	<u>Electrical:</u>	Div. 26
<u>Loose Furnishings:</u>		Duplex receptacles	
N/A		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Fire alarm devices per code	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**FREEZER AND COOLER****E-SD-3D****SIZE:**

- Varies, see table

**ANCILLARY SPACES:**

- Kitchen (E-SD-3)

**GOAL:**

- To provide space for manufactured freezer and refrigerator units to store food for short periods of time

**PROGRAM ACTIVITIES:**

- Storage
- Walk-in type

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Food Preparation Area
- Near the Supply Storage/Receiving

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Ventilation for refrigeration machinery equipment
- Cleanable building surfaces
- Floor to be flush with adjacent kitchen floor
- Electrical service for refrigeration equipment

Freezer/coolers need to be connected to the generator.

**NOTES:**

1. This is an example of a freezer and cooler. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools' Food Service Department. generally, deliveries occur once a week.

**FREEZER AND COOLER  
E-SD-3D**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Poured Resin Floor		F1 Rust resistant 24" deep shelving and dunnage racks	114000
Base:		<u>Fire Suppression:</u>	Div. 21
Manufactured insulated panel	114000	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Manufactured insulated panel	114000	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Manufactured insulated panel	114000	Exhaust air system for compressors	Div. 15
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
N/A		Electrical connections to freezer/cooler refrigeration equipment	
		Single-level switching	
		Incandescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	
		N/A	
		<u>Miscellaneous:</u>	
		N/A	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

**Ware Washing**

**E-SD-3E**

GOAL:

- To clean food service equipment

PROGRAM ACTIVITY:

- Space and equipment to scrape, wash, dry, and store food service equipment

SPATIAL RELATIONSHIPS:

- Pass-through into Student Dining Area/Multipurpose
- Adjacent and access to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Proper ventilation of space to remove steam and condensation
- Cleanable building surfaces

CAPACITY:

N/A

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (E-SD-3)

NOTES:

1. This is an example of a ware washing area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools' Food Service Department.

**WARE WASHING  
E-SD-3E**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Quarry tile	093000	F1 Food service equipment	114000
Base:			
Quarry tile base	093000		
Resilient base	096519	<u>Fire Suppression:</u>	Div. 21
Ceiling:		Fire suppression system	
Cleanable, suspended, acoustical	095113		
Walls:		<u>Plumbing:</u> Div. 22	
Epoxy-painted concrete masonry units	042000 / 099123	Lavatory	
		Connections to food service equipment	
		Three compartment sink	
		Floor drain	
<u>Loose Furnishings:</u>		<u>HVAC:</u> Div. 23	
N/A		Supply/return air system	
		Independent temperature control	
		Exhaust hood system	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Connections to food service equipment	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

**PAPER PRODUCTS STORAGE**

**E-SD-3F**

GOAL:

- To provide storage for paper products used in preparing and serving meals
- To provide storage for food program equipment (BIC, FFVP, and Early Childhood)

PROGRAM ACTIVITIES:

- Lockable space

SPATIAL RELATIONSHIPS:

- Adjacent and access to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate exhaust/ventilation
- Cleanable building surfaces

CAPACITY:

N/A

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (E-SD-3)

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.

**PAPER PRODUCTS STORAGE**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1    Rust-resistant shelving	114000
Base:		<u>Fire Suppression:</u>	Div. 21
Quarry tile base	093000	Fire suppression system	
Resilient base	096519		
Ceiling:		<u>Plumbing:</u>	
Cleanable, suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Epoxy-painted concrete masonry units		Exhaust air system	
	042000 / 099123	Supply/return air system	
<u>Loose Furnishings:</u>		Independent temperature control	
N/A			
		<u>Electrical:</u>	Div. 26
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	
		N/A	
		<u>Miscellaneous:</u>	
		N/A	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

**CLEANING STORAGE**

E-SD-4

<p>CAPACITY:</p> <ul style="list-style-type: none"> <li>• Food service staff</li> </ul> <p>SIZE:</p> <ul style="list-style-type: none"> <li>• 50 SF</li> </ul> <p>ANCILLARY SPACES:</p> <ul style="list-style-type: none"> <li>• Kitchen (E-SD-3)</li> </ul>	<p>GOAL:</p> <ul style="list-style-type: none"> <li>• To store chemicals used in cleaning and maintaining kitchen</li> </ul> <p>PROGRAM ACTIVITIES:</p> <ul style="list-style-type: none"> <li>• Storing chemicals and equipment</li> </ul> <p>SPATIAL RELATIONSHIPS:</p> <ul style="list-style-type: none"> <li>• Adjacent and access to Kitchen</li> </ul> <p>ENVIRONMENTAL CONSIDERATIONS:</p> <ul style="list-style-type: none"> <li>• Uniform lighting</li> <li>• Cleanable building surfaces</li> <li>• Sensors for spilled chemicals</li> <li>• Adequate exhaust/ventilation</li> </ul>
--	--

**NOTES:**

1. This is an example of a cleaning storage area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.
2. Loose furnishings and features shown represent one of many possible arrangements.

**LOCKERS**

**E-SD-5**

<p>CAPACITY:</p> <ul style="list-style-type: none"> <li>• Food service personnel</li> </ul> <p>SIZE:</p> <ul style="list-style-type: none"> <li>• 75 SF</li> </ul> <p>ANCILLARY SPACES:</p> <ul style="list-style-type: none"> <li>• Kitchen (E-SD-3)</li> <li>• Toilet (E-SD-6)</li> </ul>	<p>GOAL:</p> <ul style="list-style-type: none"> <li>• To provide space for the food service staff to store their personal belongings and to change their clothing</li> </ul> <p>PROGRAM ACTIVITIES:</p> <ul style="list-style-type: none"> <li>• Space for the storage of towels, aprons, etc.</li> <li>• Space to allow food staff personnel to take breaks</li> </ul> <p>SPATIAL RELATIONSHIPS:</p> <ul style="list-style-type: none"> <li>• Adjacent and access to Kitchen</li> <li>• Adjacent and access to Toilet</li> </ul> <p>ENVIRONMENTAL CONSIDERATIONS:</p> <ul style="list-style-type: none"> <li>• Uniform lighting</li> <li>• Environmental sound control:             <ul style="list-style-type: none"> <li>Wall minimum: STC 40</li> <li>Ceiling minimum: CAC 35</li> </ul> </li> </ul>
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NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.

**LOCKERS**  
**E-SD- 5**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Lockers 12" wide x 12" deep x 72" high	105113
Base:		F2 Tack board (4 LF)	101100
Quarry tile base	093000		
Resilient base	096519		
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units		N/A	
	042000 / 099123		
<u>Loose Furnishings:</u>		<u>HVAC:</u> Div. 23	
L1 Chairs		Exhaust air system	
L2 30" x 60" table		Supplemental heat as required	
Wastebasket			
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

**TOILET**

**E-SD-6**

- CAPACITY:
- Food service personnel
- SIZE:
- 50 SF
- ANCILLARY SPACES:
- Lockers (E-SD-5)

- PROGRAM ACTIVITIES:
- Personal and health needs for food service staff
  - Changing clothing
- SPATIAL RELATIONSHIPS:
- Adjacent and access to lockers
  - Near Kitchen
- ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
  - Environmental sound control:
    - Wall minimum: STC 40
    - Ceiling minimum: CAC 35
  - Moisture- and stain-resistant finishes
  - Adequate exhaust/ventilation

NOTES:

2. Loose furnishings and features shown represent one of many possible arrangements.

**TOILET  
E-SD-6**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Ceramic tile	093000	F1 Towel dispenser	102800
Base:		F2 24" x 60" mirror	102800
Quarry tile base	093000	F3 Toilet tissue holder	102800
Resilient base	096519	F4 36" and 42" grab bars	102800
Ceiling:		F5 Soap dispenser	102800
Suspended, acoustical	095113	F6 Sanitary dispenser	102800
Walls:		F7 Sanitary disposal (with cover)	102800
Painted concrete masonry units		F8 Coat hook	102800
042000 / 099123		<u>Fire Suppression:</u>	Div. 21
<u>Loose Furnishings:</u>		Fire suppression system	
N/A		<u>Plumbing:</u> Div. 22	
		Wall-mounted water closet	
		Wall-mounted lavatory	
		Plumbing connections	
		Floor drain	
		<u>HVAC:</u> Div. 23	
		Exhaust air system	
		Supplemental heat as required	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

**FOOD SERVICE OFFICE**

**E-SD-7**

CAPACITY:

- Food service manager
- Food service staff

SIZE:

- 100 SF

ANCILLARY SPACES:

- Kitchen (E-SD-3)

GOAL:

- To provide an area to keep records and conduct business

PROGRAM ACTIVITIES:

- Scheduling
- Staff evaluations/discipline/meetings

SPATIAL RELATIONSHIPS:

- Adjacent and access to kitchen

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- View of the kitchen

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.

**FOOD SERVICE OFFICE**  
**E-SD-7**

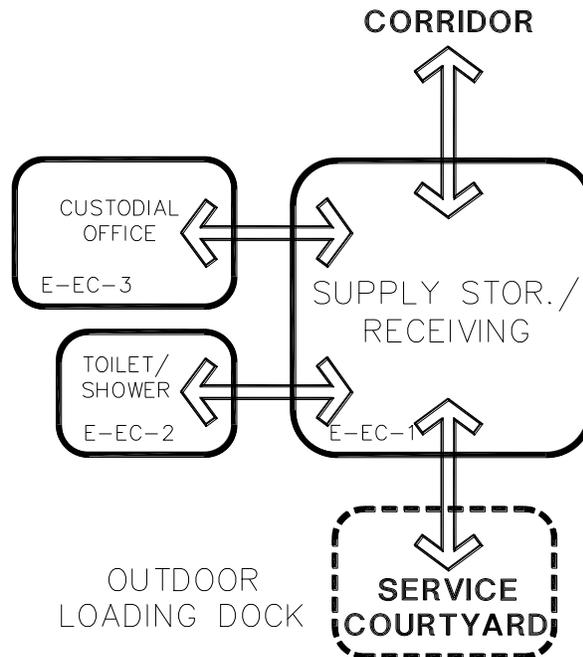
<u>Finishes<sup>1</sup>:</u>	Spec. <u>Ref.#</u>	<u>Features<sup>1</sup>:</u>	Spec. <u>Ref.#</u>
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Tack board (4 LF)	101100
Base:		<u>Fire Suppression:</u>	Div. 21
Quarry tile base	093000	Fire suppression system	
Resilient base	096519		
Ceiling:		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u> Div. 23	
Painted concrete masonry units	042000 / 099123	Supply/return air system	
		Independent temperature control	
<u>Loose Furnishings:</u>		<u>Electrical:</u> Div. 26	
L1 Desk		Duplex receptacles	
L2 Four-drawer file cabinet		TVSS protected quad receptacle	
L3 Computer workstation		adjacent to data and	
L4 Ergonomic task chair		video port	
L5 Adjustable height bookshelves (12 LF)		Single-level switching	
L6 Printer table		Fluorescent lighting	
Wastebasket		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port near workstation	
		T3 Data port for printer	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Computer	
		M2 Printer	
		Bulletin board	

**NOTES:**

1. Finishes/Features: Refer to Chapter 8 for specification references.

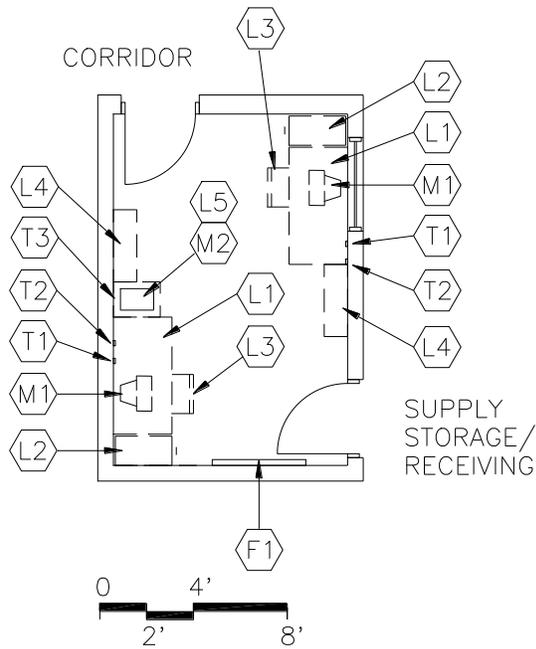
**Maintenance & Custodial Space Requirements**

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Receiving and storage	1	450	450	
Facilities Manager	1	80	80	
Custodial Office	1	140	140	
Toilet/Showers/Lockers	2	125	250	
Outside storage	1	300	300	
<b>Total</b>			<b>1220</b>	



**CUSTODIAL OFFICE**

**M-EC-3**



**GOAL:**

- To provide an area for the maintenance manager, staff, and building engineer to provide supervision of the physical plan

**PROGRAM ACTIVITIES:**

- Conferences with staff and other visitors
- Telephone calls
- Paperwork

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Supply Storage/Receiving
- Access to corridor

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Electrical outlets for equipment
- Visual control of supply storage/receiving

**CAPACITY:**

- Maintenance and custodial staff

**SIZE:**

- 150 SF

**ANCILLARY SPACES:**

- Supply Storage/Receiving (M-EC-2)

**NOTES:**

1. Loose furnishings and features shown represent one of many possible arrangements.

**CUSTODIAL OFFICE  
M-EC-3**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Tack board (4 LF)	101100
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted concrete masonry units	042000 / 099123	Supply/return air system	
<u>Loose Furnishings:</u>		Independent temperature control	
L1 desk		<u>Electrical:</u>	Div. 26
L2 four-drawer file cabinet		Duplex receptacles	
L3 2 ergonomic task chairs		TVSS protected quad receptacle adjacent to data port	
L4 Adjustable height bookshelves (12 LF)		Single-level switching	
L5 Printer table		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 2 data ports	
		T2 2 voice ports and phones	
		T3 Data port for printer	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

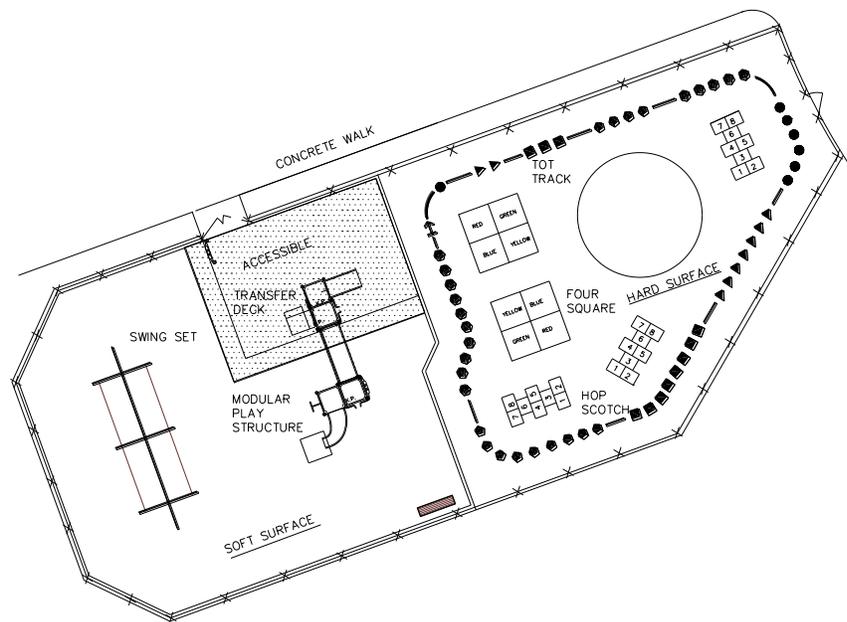
## PLAYGROUNDS

## AREA REQUIRED

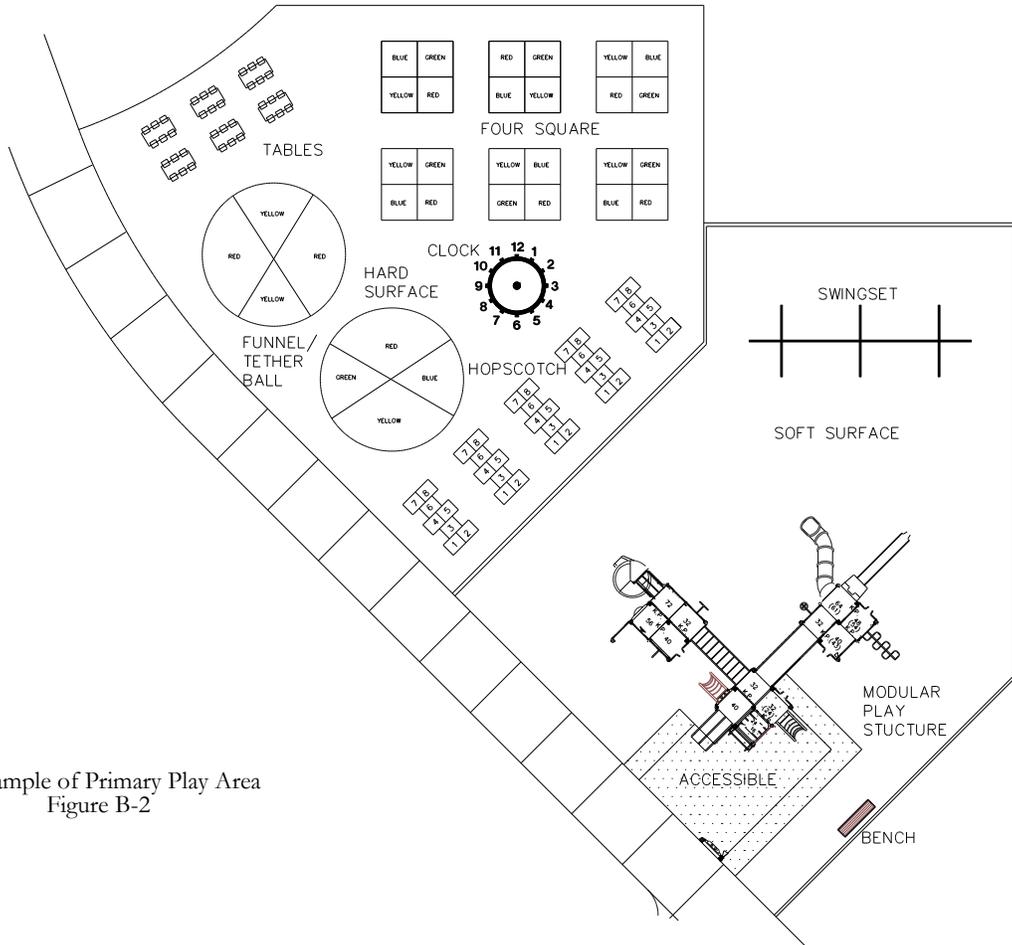
1. Provide playground areas to allow for difference in age, ability, and varying interests.
2. Follow applicable safety guidelines for different age groups.

Pre-kindergarten to grade 1 play area. See Figure B-1.

- a. Plan for play activities that include rocking, swinging, balancing, climbing, and sliding.
- b. Include tables and chairs for age group
- c. Locate equipment with moving parts, such as swings, at the perimeter of the play area. Use fence or planting beds to prevent children from inadvertently stepping into path of moving equipment.



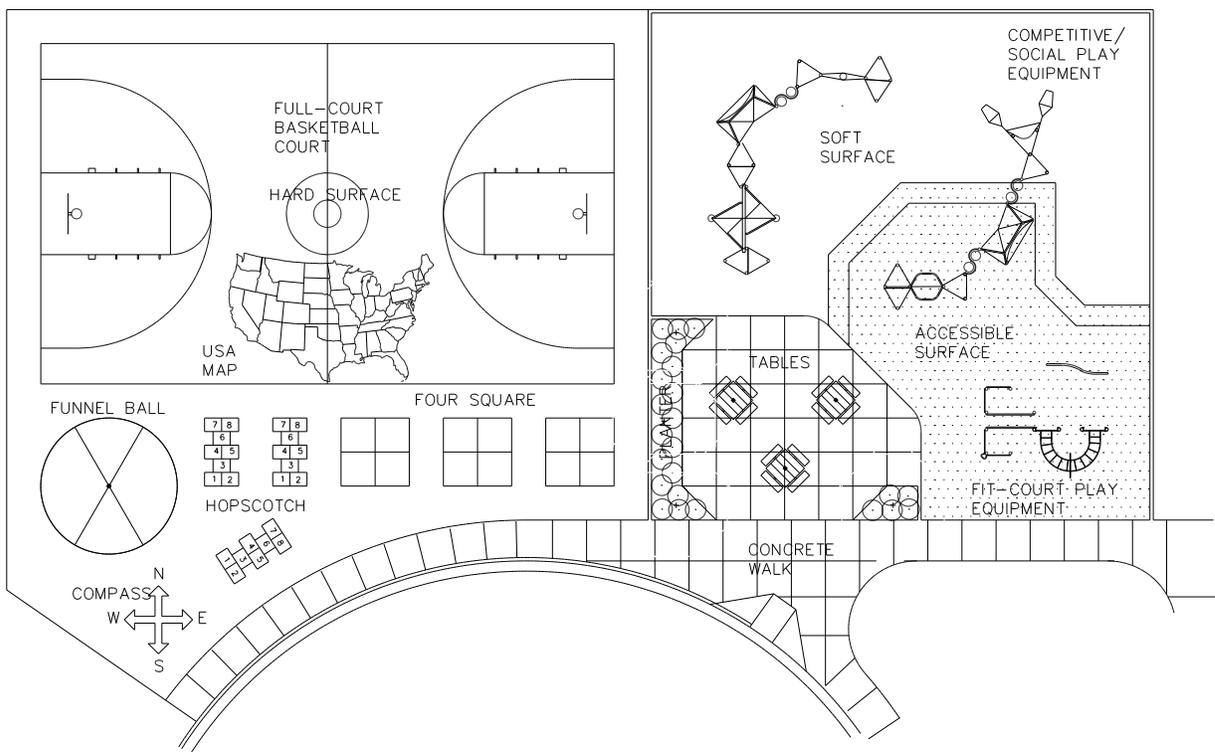
- a. Design for grades 1 through 3.
- b. Plan for play activities that include rocking, swinging, balancing, climbing, and sliding.
- c. Plan for upper-body strengthening devices such as a parallel bar and overhead ladder play equipment.



Example of Primary Play Area  
Figure B-2

Intermediate Play Area (See Figure B-3)

- a. Design for grades 4 and 5.
- b. Intermediate play area may be combined with primary play area and a 'tot track' designed around both play areas
- c. Include an outdoor science classroom that may include a garden.
- d. Plan for 1 full basketball court (50 feet by 84 feet) or 2 half courts (50 feet by 42 feet).

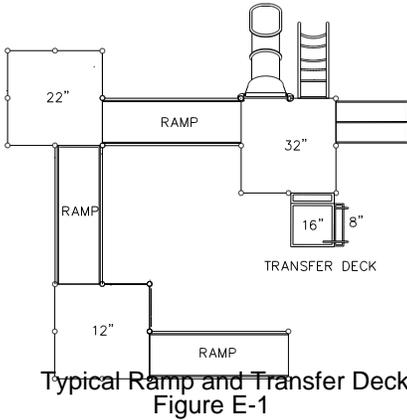


Example of Intermediate Play Area  
Figure B-3

**SOFT SURFACE PLAY AREA**

1. Soft surfaces are provided under play equipment and must be handicapped accessible.
2. Surfacing is to be a poured polyurethane surface. Avoid using black surfacing.

**ACCESSIBILITY STANDARDS**



1. Plan for ramps and/or transfer points on composite play structures for access to play components on elevated decks. Meet the Americans with Disabilities Act guidelines for percentage of components that are to be accessible by ramp and by transfer deck. See Figure E-1.
2. Provide table and benches along accessible route.
3. Provide upper-body strengthening devices as appropriate for age group and amount of supervision.

**See Design Guidelines for Site requirements for parking, circulation, etc.**